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ABSTRACT

The Calgary Board of Education's Partnership Program was established to foster direct, ongoing, and mutually beneficial relationships between Calgary businesses or organizations and Calgary public schools. The idea of partnerships between the Calgary school and business communities was first discussed in 1984, and the first five such partnerships began in mid-1985. The Partnerships Program was evaluated in 1986-87. At that time, three of the five initial partnerships were still active and successful, one remained in a planning mode, and the other one had been terminated. The evaluation indicated that planning and implementation of all of the partnerships were well documented and well organized. There were, however, problems related to lack of clear program authority and a slower than anticipated initiation of partnership activities in some cases. Those partnerships with more frequent contact and more partners tended to be more successful. Students tended to be aware of their partner; however, they were not always sure which activities were partnership related nor were they clear about the partnership's purpose. All of the intended goals of the partnerships studied appeared to have been met, and few negative impacts of the partnerships were identified. (Appendixes include profile forms, a study sample, the study instruments, a discrepancy analysis, and an interview response summary.) (MN)

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Partnership Program Evaluation Study, Calgary Board of Education

By Gail V. Barrington & Associates

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PARTNERSHIP PROGRAM

EVALUATION STUDY

CALGARY BOARD OF EDUCATION

JUNE, 1987

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2. This report reflects the joint efforts of a terrific team of researchers. Thanks to Anni Adams, Associate Consultant, Gayle Belsher, Research Associate, and Nancy Helledie, Research Assistant for their enthusiasm and untiring efforts during the course of this study.

3. Due to the dynamic nature of this young program and due to the interaction and feedback which occurred between evaluators and staff during the course of this year-long evaluation, many changes have already occurred within the program which are expressed in this report as recommendations.

4. And finally, our appreciation must be extended to Annette Kuhn who was such a cooperative and obliging typist and who put so many willing hours into this document.

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EXECUTIVE SUMMARY

PURPOSE OF THE STUDY

An evaluation of the Calgary Board of Education's Partnerships Program was conducted in 1986-87 to produce information of use to decision makers within the Board regarding program development. It was also seen to be of use to Alberta Education and to other school jurisdictions with regard to program replication. Funding for the study was provided by Alberta Education.

PROGRAM DEFINITION

The Partnerships Program fosters direct, ongoing and mutually beneficial relationships between Calgary businesses or organizations and Calgary Board of Education schools. The purpose of the program is to enrich the learning experiences of students through the provision of time and expertise.

STUDY PROCESS

The study examined program design, implementation, procedures and outcomes. The approach was a naturalistic, flexible model which allowed interaction and feedback throughout the process among stakeholder groups. Major evaluative activities included an extensive document review, non-structured interviews, observation and a series of structured interviews with samples of students, teachers, parents and volunteers involved in the five initial partnerships under review.

The study developed a description of the process of program planning and initiation which occurred and provided an analysis of discrepancies between planned and actual events. In addition, a list of issues, results and impacts was generated which formed the basis of further investigation through the use of the structured interviews. The data was then analyzed and reviewed, findings reported and some final comments developed for further consideration.

FINDINGS

Major findings included the following:

1. Program Planning and Implementation - Planning and implementation were well documented and well organized. Discrepancies related to lack of clear program authority, unstated partnership formation rate and a slower than anticipated initiation.

2. Frequency and Character of Partnership Contact - Frequency of contact varied considerably. Numbers involved varied but tended to be limited. Those partnerships with more frequent contact and more participants tended to be more satisfied.

3. Awareness - Students tended to be aware of their partner but were not always clear which activities were partnership-related nor were they clear about partnership purpose.

4. Effort and Benefit - Participants perceived that equal effort was exerted by both businesses and schools but there was some feeling among school personnel that schools benefited more than their partners from the relationship.

5. Partnership Match - The individual school-business matches were generally supported except that some volunteers had concerns about age of students and type of school they were partnered with.

6. Commitment & Recognition - Volunteers were motivated by their desire for contact with students while teachers' main motivator was principal request or job mandate. Further, volunteers tended to receive more recognition for their involvement than did teachers. The role of teachers in partnerships remains unclear - are they conscripts or volunteers?

7. Goal Achievement - Best achieved goals related to the affective domain such as enhanced student self-esteem and mutual respect among school and business representatives. Not all partnerships had written goals.

8. Results & Impacts - All intended results of the Partnerships Program were evident to an extent in all of the schools and businesses involved. Unanticipated impacts included new skills for students, personal growth and enhanced community awareness. Schools benefited from curricular additions and enriched programs. Businesses gained from an increased focus on volunteer work and from increased community involvement. Teachers and volunteers also gained from their involvement.

Few negative impacts were identified. There were no negative impacts on students, schools or businesses. Teachers cited increased time commitments and stress or burnout as negative impacts; volunteers reported concern over time lost from the workplace.

9. Satisfaction - Satisfaction on the part of all participants was positive.

CONCLUSIONS

Of the five initial partnerships, three can be considered active and successful, one remains in a planning mode, and one has been terminated. The first two years of the program have been a valuable learning experience and have provided some useful guidelines for future development. The positive human gains experienced by all participants as well as perceived benefits to schools and businesses support program continuation and development.

FUTURE CONSIDERATIONS

As part of the mandate of the evaluation was to advance observations about possible program changes, the following considerations are advanced, based on study findings:

1. An upgraded role for the Advisory Committee.
2. Expansion of the Community Relations Officer's position to full time to continue recruitment and development of new partnerships.
3. Development of a new program position to provide support for partnerships on an on-going basis.
4. Clarification of teacher role in partnerships-conscript or volunteer?
5. Clarification of policies related to volunteer time away from the workplace.
6. Increased numbers of teachers and volunteers.
7. Training for school and business coordinators and other key people.
8. Closer links between individual partnerships and the Communications Department.
9. Increased communication with parents about their child's partnership.
10. More frequent exploration of partnership's purpose to students.
11. Student involvement in activity planning.
12. Clarification of program purpose in relation to student learning.
13. Heightened program profile in the community.
14. Opportunity to reassess partnership compatibility on regular basis.
15. Regularized process to wind down a partnership.
16. Written goals for each partnership to facilitate perception checks and progress reports.
17. Discussion about an optimum contact schedule for a partnership.
18. More inter-partnership sharing.
19. An early warning system for troubled partnerships.
20. A clearer focus on students.

WHY PARTNERSHIPS?

Societal conditions indicate that the time is right for increased community and business involvement in the schools. Financial resources for schools are declining and it has become increasingly difficult to get parent volunteers. Yet there remains a great need for one-on-one student-adult involvement, for extra-curricular assistance and for students to acquaint themselves with the larger business world. The time and expertise given by committed, organized volunteers translates into invaluable human and material aid to the school.

Businesses want the opportunity to portray themselves as good corporate citizens because they have found that involvement tends to result in improved staff morale and financial benefits. In addition, the business community is feeling increasingly the need to have a direct impact on schools and students in order to help close what is perceived as a gap between schools and the 'real world'.

Partnerships are a positive, simple, manageable way of involving community resources with students in schools. Partnership exchanges foster communication and understanding about each other's worlds.

To a great extent, the motives which have directed the Calgary plan differ from the concerns which were the impetus for the American Partnerships such as the one in Dallas and the Adopt-a-School program in California. The American partnerships began because businesses were dissatisfied with the attitudes and low skill levels of the youth pool from which they hired. In addition, they were concerned about the poor status and training of teachers, particularly in Math and Science, the need for textbook upgrading, longer time periods in school, improved levels of technical training, more intensive career counselling, stricter attendance and discipline requirements, and an increased level of funding for education. It was felt that school-business relationships could address some of these problems. Unlike the American model, the emphasis of the Partnerships Program at the Calgary Board of Education is on the provision of human rather than material resources. Its purpose is to enrich the learning experiences of students through the provision of time and expertise. A business or organization and a school are paired based on a matching of interests and needs and may include, among others, volunteering in the school, enabling students to visit the work place, rewarding performance and participation, and providing 'in-kind' services.

Schools and students can benefit from the provision of role and career models, encouragement for performance and participation, greater recognition of student achievement, additional learning resources, and increased communication with and understanding of businesses and organizations. For their part, businesses and organizations can benefit from increased staff morale, pride and commitment, increased communication among employees, informal and ongoing public relations, service and product exposure and increased communication with and understanding of schools.

This report documents the development and implementation of the Calgary Board of Education's Partnerships Program and describes both the evaluation process which was undertaken in 1986-87 and the study findings.

1. DEVELOPMENT OF THE CALGARY PARTNERSHIPS PROGRAM

1.1 THE DEVELOPMENT PROCESS

In the spring of 1984, a Trustee and the Chief Superintendent of the Calgary Board of Education met to discuss the idea of partnerships between businesses and schools. Through personal contacts, conferences and journal articles, each had become aware of American programs. A Steering Committee was formed and exploration of the concept got underway. A senior administrator of the Calgary Board travelled to, investigated, and reported on four exemplary partnerships programs in Memphis, Dallas, San Diego and Indianapolis.

The Steering Committee saw its role as stimulating interest in partnerships, initiating contacts in the business community and in schools, and helping to formalize the program. Included on the committee were a Trustee, the Chief Superintendent, the Director of Public Relations, a senior Board administrator with a special interest in planning, an Area Office Associate Superintendent, and the Associate Superintendent of Instructional Services.

The newly formed Partnerships Steering Committee held meetings with the Alberta Teachers' Association (ATA), the Chamber of Commerce, the Home and School Association, business and community leaders, and school principals to explain the program. All gave their encouragement and support. A Chamber of Commerce representative, well known in business circles in Calgary for many years, volunteered to enlist community support and participation. He wrote letters to chief executive officers of companies which he thought had the desired characteristics for program involvement including a high profile in the community.

Beginning in January, 1985, two Steering Committee members and the Chamber of Commerce representative visited interested companies. They presented a brief outline of the history of the program in the U.S., the rationale for the Calgary program, objectives of the program, types of activities that had been successful in the past, anticipated benefits of participation for

schools and businesses, and described how to become involved. Each business contact was left with an information folder (see below). A formalized follow-up procedure including letters and phone calls encouraging participation was set in place, while informal promotions were continued by the Chamber of Commerce representative in his interactions with CEO's at business functions.

In March, 1985, three members of the San Diego Partnerships Program were invited to speak to Calgary schools and businesses at the first Partnerships Seminar. Representatives from 24 schools and 16 businesses attended. Activities included a breakfast meeting for program organizers and representatives of the Principal's Association and the Home and School Association and an all-day presentation by the San Diego representatives for interested schools and businesses.

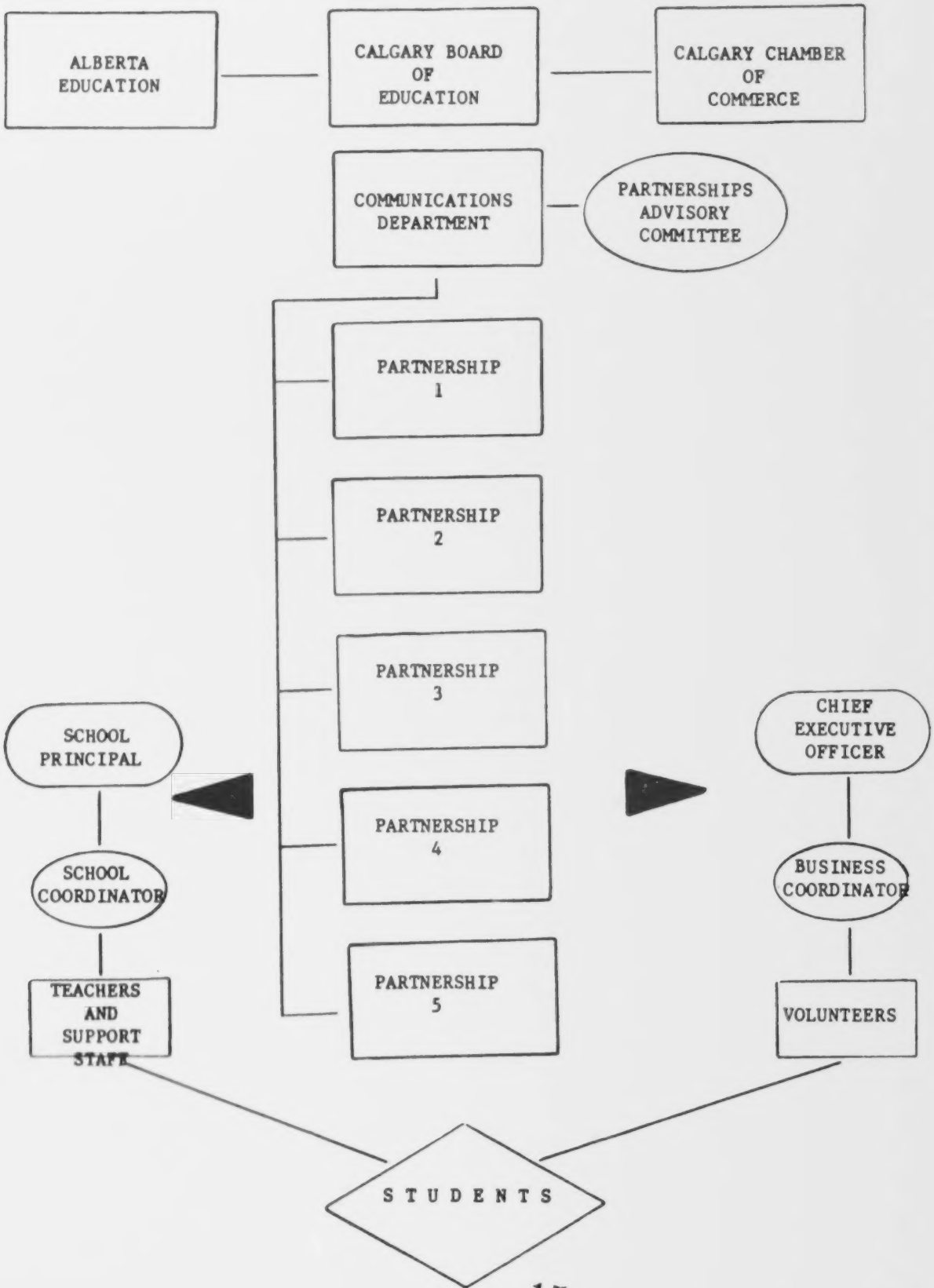
Following the seminar, a number of queries and requests for further clarification and other follow-up assistance were fielded and profiles from schools and businesses who desired to be matched began to arrive.

1.2 THE PARTNERSHIP STRUCTURE

In June 1985, the Partnerships Steering Committee, now a year old, evolved into the Advisory Committee, and added two representatives from the Calgary business community, an Alberta Education liaison officer and an area superintendent. The Advisory Committee had a mandate to meet three times a year to review the progress of the program and to provide suggestions for further development.

The day-to-day operation of the Partnerships Program was placed in the Communications Department, part of the office of the Chief Superintendent. The administrative structure of the Partnerships Program is outlined in Figure 1. A description of the roles and responsibilities of major Partnerships stakeholders follows.

Figure 1. The Calgary Board of Education Partnership Program Structure



1. Alberta Education

Alberta Education provided some financial support to the Partnerships Program start-up activities (see below). In addition, a Liaison Officer from Alberta Education sat on the Advisory Committee.

2. Calgary Chamber of Commerce

From the beginning, the Calgary Chamber of Commerce was closely involved in the development of Partnerships and two of its members sat on the Advisory Committee.

3. The Calgary Board of Education

As a key player in the Partnerships Program, the Calgary Board of Education supported and facilitated the development and implementation of the Partnerships Program. The two staff members most closely involved with the program included the Director of Communications and the Community Relations Officer, as follows:

a. Director of Communications

Before the Partnerships Program began, the Director of Communications handled internal and external public relations programs with all CBE publics. After the inception of the program, her job description was revised to include "fostering business relationships in the community". As the Director of the Partnerships Program, she conducted public relations for the program, initiated contacts with businesses who have been identified as potential partners, designed the orientation seminar for potential school and business partners, developed the procedures for completion of profiles and needs

assessments by schools and businesses, and matched the partners in consultation with another senior Board administrator. In addition, the Director supervised the partnerships, reported to the Advisory Committee, the Board of Trustees and other bodies that requested information about the program, developed information materials about the program, planned the annual seminar for partners, monitored the program, and designed and implemented any changes to the program that she deemed necessary.

b. Community Relations Officer

The part-time Community Relations Officer, hired in July, 1985, reported directly to the Director of Communications and split the half-time position between the Partnerships Program and the Parent Volunteer Program. She was responsible for the day-to-day initiation, administration and maintenance of the program. Her primary responsibilities were to assist schools and businesses in the preparation of profiles, help conduct the school needs assessment, recommend partners for matching, provide orientation to the school coordinator and the business coordinator in each partnership, present information about the program to the school staff, and monitor volunteer time in the schools. Specifically, she answered inquiries regarding the program, kept the files up-to-date, organized and recorded the minutes of meetings, wrote and edited the Newsletter, helped to develop and update public relations materials and the Handbook, and assisted with planning and organizing partnership ceremonies and the annual seminar.

c. The Advisory Committee

The Advisory Committee included a Trustee, a representative from the Chief Superintendent's office, a senior board administrator, an Area

Associate Superintendent, two representatives from Calgary businesses and organizations, an Alberta Education liaison officer, the Director of Communications and the Community Relations Officer. The Advisory Committee was established to help monitor the general operation of the program, foster greater public awareness and involvement, present strategies for the recruitment and commitment of schools and businesses, and provide input for future directions.

d. Individual Partnership Personnel

The type and degree of involvement of the school administration, the school coordinator, teachers and support staff varied from school to school but generally the principal and school coordinator were responsible for partnership activities.

Similarly, the type and degree of involvement of management, the business coordinator, and staff volunteers varied from business to business; however, generally the business coordinator (who may or may not have been the CEO) was responsible for partnership involvement on an ongoing basis.

1.3 RESOURCE ALLOCATION

Initial personnel, resources and funding had been supplied by the Calgary Board of Education. In early 1985, the Board approved the addition of a quarter-time position and related administrative costs to the Communications Department budget. In March, 1986, Alberta Education provided some funding support to develop a regular newsletter, a program handbook, a promotional video for loan to interested school districts and a seminar for partners and prospective partners. As well, outreach activities and an evaluation of the program were part of the agreement.

1.4 THE COMMUNICATION NETWORK

A variety of information devices have been developed to disseminate the Partnerships concept, as follows:

1. Information Kit

The initial information kit was a folder with six enclosures. One sheet addressed the following questions: "Partnerships: What is it? How Does It Work? and Who Benefits?" Another outlined "How to Become a Partner with a Calgary Public School" and the third was a sample business profile. Letters of support from the Premier of Alberta, the Minister of Education, and the President of the Calgary Chamber of Commerce completed the kit. More recently, the kit has been updated to include a program brochure and current copies of the Newsletter.

2. Seminars

The Calgary Board of Education hosted the first annual Partnerships seminar on March 21, 1986, giving the partners an opportunity to exchange information and ideas and to explore ways for keeping their programs alive and successful over time. Participating schools and businesses reported on the progress of their programs, addressed problems they had encountered and collected ideas for the following school year. A speaker from San Diego provided insight regarding a more mature program.

As part of the outreach program, representatives of school districts from across Alberta and British Columbia assembled the next day for an information-sharing session led by key partnership staff.

The seminar became an annual partnership activity providing a touchstone for current partnerships and an incentive for prospective ones.

3. Handbook

The initial Partnership Handbook, developed during 1985, outlined the key steps to forming and maintaining a partnership. It served as a resource document for schools and businesses which had expressed interest in the program. More recently, the Handbook was revised to provide comprehensive guidelines and procedures and to supplement direct assistance provided by the Partnerships Program staff. Specifically, the Handbook included information about profiles, matching, programming, volunteering, roles, and partnership networking.

4. Newsletter

The purpose of the "Partnerships News" was to share program developments and activities with current and prospective participants. It was published quarterly by the Communications Department and was disseminated to school jurisdictions throughout Alberta.

1.5 THE PARTNERING PROCESS

1. Profiles

Interested schools and businesses were required to complete a profile and submit it to the Calgary Board. (Consult Appendix 1). The information contained in the profiles was used in the matching process laying the foundation for communication with prospective partners. Priorities contained in the document provided an essential first step in developing a partnership.

The preparation of the school profile involved staff members and representative parents and students. The profile identified school priorities and characteristics. The business profile included descriptive information and a statement of purpose pertaining to the desire to become a partner.

2. Matching

Once a commitment to partnership was made, the matching process occurred. Matching involved the identification of two potential partners, a school and a business, based on the information gathered from the profiles and from other initial discussions.

In matching schools and businesses, the following criteria were generally considered: (1) The priorities of the school; (2) Specialities and interests of the business; (3) Proximity; (4) Size and number of students, staff and employees; (5) Scope of program and operation; (6) Type and degree of community involvement; and (7) Expressed preferences and interests.

Based on the above, an initial match was made. A series of meetings generally occurred in order for prospective partners to become acquainted, to explore the nature and extent of the relationship, and to discover if they could work together. The purpose of the first meeting was to review and clarify the school's profile and its statement of priorities. During the second meeting, the business profile was reviewed and clarified and the needs, interests and priorities of the two prospective partners were discussed. At this stage, the school began to consider the need for staff planning sessions and orientation for employee volunteers. The business began to consider methods for recruiting volunteers and of assigning and deploying them. Subsequent meetings, which varied in number, addressed priorities, program plans and formalization of the partnership.

3. The Partnership Ceremony

The Partnership Ceremony was a formalization of the partnership between the school and the business with the signing of a Partnership Certificate and a Partnership Agreement. The Partnership Certificate stated that the two parties had "entered into a partnership aimed at enriching the learning experiences of students in the school". The Partnership Agreement stated that the partners:

a. agreed with the objective of the program which is to create and sustain a direct, ongoing and mutually beneficial partnership in support of the educational, parent, and community programs in the school.

b. agreed to share time, energy and talents to provide additional resources, experiences and opportunities for the students.

c. agreed that the partnership includes the staffs, students, parents and other interested community people, and that involvement and communication will extend to all of these groups.

d. agreed about major priorities of individual partnerships.

e. agreed to participate in CBE authorized Partnerships Program evaluation activities. (1)

Each ceremony was designed by the specific partners involved to reflect the unique nature of their relationship. Generally some form of school assembly or meeting was included, accompanied by speeches from dignitaries and representatives, student entertainment (e.g. choir, band, etc.) and a celebratory luncheon or tea. At the conclusion of this initiation, the partnership was officially underway.

2. THE FIRST FIVE PARTNERSHIPS

The evaluation of the Calgary Board of Education's Partnerships Program (consult Chapter 3) was limited to the five partnerships initiated in the 1985-86 school year. This chapter outlines their initiation, goals and typical activities.

2.1 PARTNERSHIP #1

On September 26, 1985, the first partnership ceremony was held. It formalized the relationship between a secondary vocational school and a service club whose members represented a variety of trades and professions.

At inception, the school had 44 teachers, three administrators, 19 support staff and 450 students aged 13 to 20 years of age. The school had a relatively low pupil-teacher ratio because of the nature of its students, identified as learning disabled. In addition to having experienced academic frustration, these students often had disadvantaged home situations and had experienced social and emotional difficulties as well. Operating since 1962, the school was an "Integrated Occupational Program", a four year program from which students could receive high school credits up to and including grade eleven; however they did not receive a high school diploma.

The school's reasons for becoming involved in a partnership were as follows:

1. To build self-esteem by being part of the first partnership
2. To expose the school to the public in a legitimate fashion
3. To orient students to service work so that they could understand their obligations to society
4. To reinforce the work-study program, a mandatory requirement for graduation
5. To help raise funds for the school

(2)

The service club had approximately 80 members. Its charter stated that its function was to be of service to the community. The members' reasons for joining a partnership were as follows:

1. To model what it is to be of service
2. To show the students that people do care
3. To meet and deal with students on a regular basis
4. To have a structure through which to provide a service (3)

Service Club members felt that the benefits to the students would include increased pride in their school and the opportunity to meet and interact informally with adults who were not teachers.

Following meetings the prospective partnership's priorities were defined as follows:

1. To build student self-esteem, self-respect and self-worth through active participation in service areas directly related to the adult world
2. To enhance the school's career orientation program through active participation in the program
3. To provide direct learning experiences for the students through joint ventures in work study programs, field trips, and the club's philosophy of life
4. To increase awareness of the uniqueness of each of the partners involved (4)

Following their ceremony, the first activity with which the school became involved was a Bingo. Although the students were volunteers, the school received a $4.00 credit per hour for every student who worked there, so the school could earn a credit up to $80.00 per evening. In the 1985-1986 school year, students earned close to $1500.00 in credits at the Bingos with which they bought new uniforms and a large gas barbeque for the school. The welding students made personalized "Boltmen" statuettes for the club to present to specific speakers at their meetings. Students were invited to attend club meetings to hear speakers of interest.

Other activities included service club representation at Career and Social Awareness Days, school assemblies and graduation. Club members provided an annual service award for citizenship and an antique car to be refurbished and raffled. The students catered for club luncheons at the school and woodworking students, assisted by retired club members, built bunk beds for a local youth camp.

The Partnership was coordinated at the school by the principal and other staff members and at the service club through its director and four or five committee members.

2.2 PARTNERSHIPS #2

On October 24, 1985, the second partnership was formed between an inner-city elementary/junior high school and a diversified North American energy company which manufactured and supplied products and services to energy-related industries world-wide. This marked the program's first partnership with a major corporation. A ceremony was held as part of a "Festival of Nations" day which celebrated the diverse multicultural community served by the school.

At inception, the school had 425 students from K-9, 33 teachers and 23 support staff. Twelve of the teachers taught in special programs such as English as a Second Language and Educable Mentally Retarded. The company had a staff of 200, with 50 in their head office downtown.

The partnership agreement's objectives were the following:

1. To increase understanding of business and its people
2. To heighten community awareness
3. To create opportunities for the company staff to work with students (tutoring, classroom presentations, etc.)
4. To increase communication and morale at the company through teamwork and contact with the school
5. To build towards a more specific Year Two (5)

Company employees provided coaching and tutorial assistance, volunteered for field trips and set up an income tax clinic for the community. Students provided artwork for the company and wrote letters and cards to employees. At Halloween, the kindergarten children toured the corporate offices.

Unfortunately, the company suffered from the downturn in the oil and gas sector in early 1986 and laid off a number of employees. Due to continued uncertainty in the economy, the company finally determined that a

partnership commitment was not appropriate at the time and hence the partnership was terminated in early 1987.

2.3 PARTNERSHIP #3

On November 27, 1985, a partnership ceremony was held between a junior high school which served a middle class community and a local family restaurant.

At their ceremony, the partners exchanged gifts. At inception, the school had 26 teachers, 6 support staff and 418 students from Grades Seven to Nine. The restaurant had a staff of 70-80 employees. Its philosophy supported good community citizenship and involvement. To this end, it had had a high profile in the community for a number of years and specifically requested a junior high partner as an appropriate age group for a family restaurant.

Initially, the school was concerned that a partnership with a restaurant might be perceived as unfair support of a local business. However, the manager from the restaurant reassured the school staff that the reasons for becoming involved in a partnership were the following:

1. To extend an arm into the community by making use of human resources
2. To participate in activities
3. To foster an identification with the school (6)

The school staff was reassured that the restaurant had no intention of exploiting students or of using the partnership unfairly.

The expected benefits for the school were as follows:

1. To increase awareness of a business
2. To enrich programs and activities
3. To have extra help with sports activities, special days, driving, and office duties (7)

The expected benefits for the restaurant were seen as follows:

1. To have a sense of self-fulfillment
2. To develop an actual relationship with a school
3. To generate some business

The partnership developed a logo with clasped hands and the two partners' names on it. The restaurant donated a banner with the logo to the school and subsidized the cost of imprinted golf shirts for students and staff.

The restaurant provided weekly volunteers to the school to help in the office and library and the Chief Executive Officer taught a Project Business option with one of the teachers. Restaurant employees provided transportation, chaperones, raffle prizes, scholarships and a variety of other forms of support.

Students decorated the restaurant at Christmas, planted spring flowers, did spring cleaning, provided artwork for display, and stuffed envelopes. The student honor role and school events information were posted in the restaurant's lobby.

2.4 PARTNERSHIP #4

On November 28, 1985, a partnership ceremony was held between an elementary school which served a largely blue-collar community, and a large 73 room hotel, dinner theatre, and conference facility. The ceremony was followed by the school's annual Christmas tea.

At inception, the school had 29 staff, 10 support staff and 565 elementary students from ECS to grade 6. The hotel and the school were neighbors and had been working together informally over the past few years to provide a variety of opportunities for students. The creation of a partnership was really a formalization of already existing ties.

The expected benefits for the school were as follows:

1. To make the children feel special by giving them special attention and help
2. To introduce them to the world of work

3. To provide a public audience for such activities as carol singing
4. To assist them in raising money for projects

The expected benefits for the hotel were as follows:

1. To increase exposure in the community
2. To improve the working rapport and recognition from other business people in the community
3. To motivate the staff to see that the hotel cares about something besides profit
4. To increase awareness of what is happening in schools
5. To increase patronage of the hotel's facilities by the community (8)

The hotel provided volunteers at the school, set up raffles, contests, and other fund-raising ventures, and made easels for the hotel lobby to display student artwork and poetry.

The school choir performed at the hotel on a number of occasions. Students helped decorate hotel Christmas trees, toured the hotel, and collaborated with the hotel to produce a calendar.

2.5 PARTNERSHIP #5

In January 30, 1986, a Partnership ceremony was held between an upper elementary school, serving a blue-collar, public assistance, and middle class community, and an electronic equipment company. The company designed, manufactured and serviced precision electronics including computers, calculators, and medical electronic equipment.

At inception, the school had 22 teachers, 11 support staff and 333 students in grades four through six. The company's parent office was one of the original partners in the San Diego Partnerships Program and as a result, it was very interested in becoming involved in Calgary.

The goals of the partnership were stated as follows:

1. To work with members of the company's staff during and after school hours in a variety of activities and programs
2. To use the company's staff within the classroom as resources
3. To participate in computer activities
4. To work towards developing a mutual acceptance and respect for each other's goals and roles in our community
5. To share community understanding and common interests (9)

The expected benefits for the school were as follows:

1. To take a bit of the "real world" into the school
2. To provide outside expertise for non-traditional subjects and courses
3. To provide a learning resource that is human rather than material
4. To encourage student performance and participation
5. To recognize performance
6. To provide role models
7. To introduce students to a variety of careers

The expected benefits for the company were as follows:

1. To improve morale and increase pride by helping others with the company's employees' particular strengths
2. To stimulate communication and team work among staff
3. To increase the visibility of the company's products and service in the community
4. To foster ongoing public relations with the community
5. To allow the business community to understand today's school environment
6. To have an opportunity to have an impact on the future of the community (10)

Employees from the company assisted with the school's options program as well as with various clubs, provided tours of their facility, developed computer training for teachers and parents, and presented the school with badminton racquets and two computers.

Students and teachers at the school prepared special luncheons for the company's staff, sent artwork for display, and interviewed some employees. To facilitate communication and attract volunteers, a school staff member

frequently worked on school-related matters in the company courtyard. The business coordinator became a member of the school's Advisory Council and the school principal was made a member of the company's Community Involvement Committee.

3. THE EVALUATION STUDY

In March 1986, the Communications Department began the process of instituting an evaluation of the Partnerships Program in order to provide the Calgary Board of Education with information regarding the effectiveness of the program and Alberta Education and other school jurisdictions with information which might be of interest for program replication. The Evaluation Steering Committee was formed and it determined that the evaluation was to focus on program design, implementation, procedures and outcomes to produce information of use to other program designers and implementers as well as to Calgary Board of Education decision-makers.

The evaluators developed a Detailed Work Plan which further clarified and outlined evaluation objectives as follows:

Design	1. To determine why the Partnerships Program was developed. 2. To determine how the Partnerships Program was instituted. 3. To record the initiation of the Partnerships Program in collaboration with the program initiators and early participants.
Implementation	1. To review the implementation plan for the Partnerships Programs. 2. To compare the actual implementation process with the implementation plan and explore discrepancies with selected participants. 3. To compare planned and actual resource needs.
Procedures	1. To observe the day-to-day operation of the Partnerships Program. 2. To identify changes in operation which have occurred since program implementation. 3. To measure the effectiveness of: a) Program organization and procedures b) Linkages within the system and with the community c) Communication process d) Decision-making process e) Program assignment match f) Resource use 4. To identify and analyze, as appropriate, issues arising from the program, and explore possible resolution of those issues with selected participants and stakeholders.

Outcomes

1. To identify both anticipated and unanticipated results and impacts of the program.
2. To measure satisfaction with program results and impacts.
3. To compare expected and actual program benefits and effectiveness.
4. To identify and analyze, as appropriate, impacts of the program which should be modified and explore possible program changes with selected participants and stakeholders.
5. To develop study observations in collaboration with selected participants and stakeholders.

(11)

The intention was to employ a naturalistic approach in order to address the needs and interests of the many stakeholders involved. A collaborative, flexible model was developed which encouraged input and provided feedback throughout the year-long evaluation process. (Consult Figure 2).

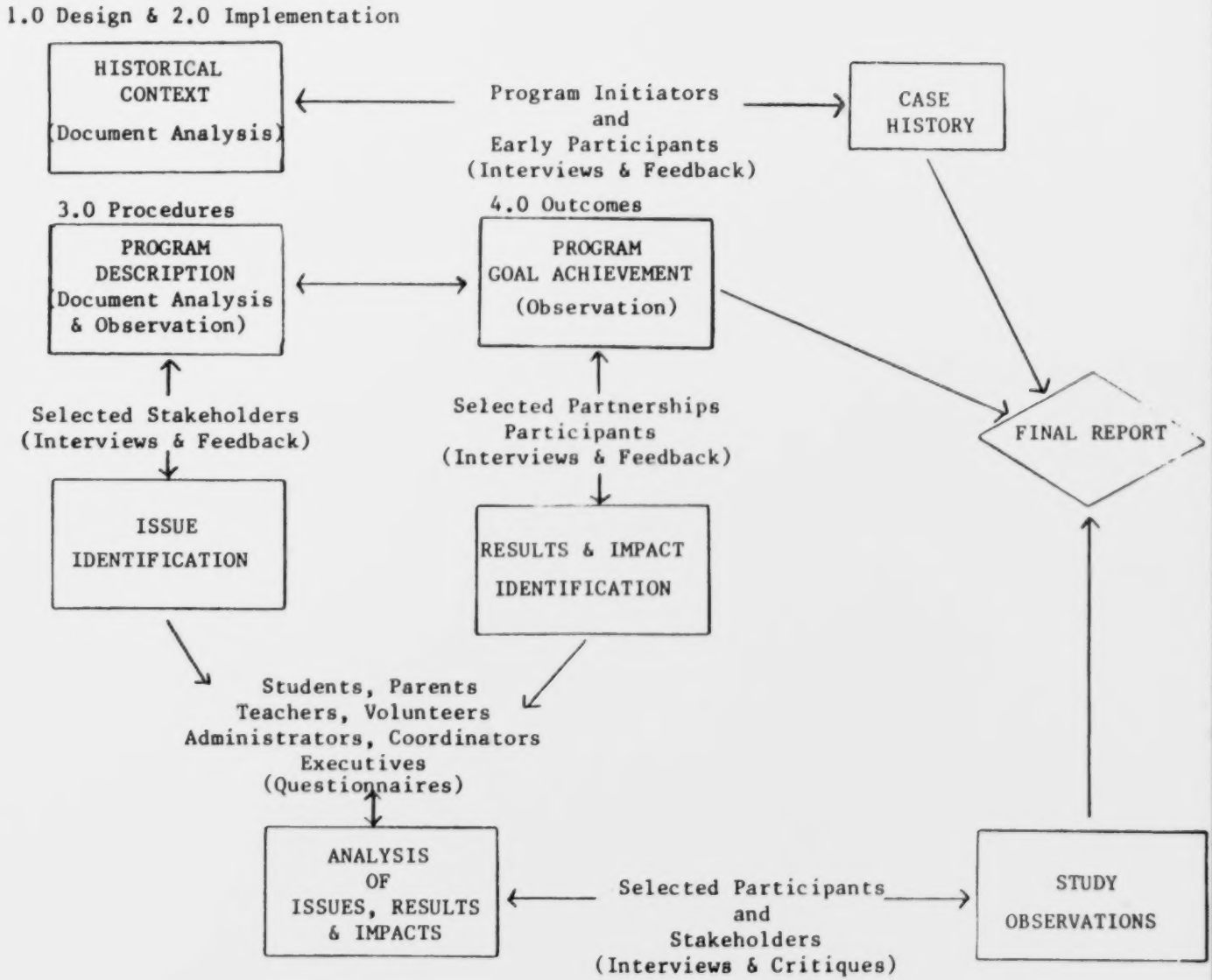
Evaluation activities included document analysis, non-structured interviews, on-site observation, activity reviews, resource use analysis, structured interviews, discrepancy analysis, content analysis, on-going discussions and feedback with the Evaluation Steering Committee, and report preparation.

The evaluation study consisted of two main phases of about six months each. The first phase was a historical focus which reviewed past events for the purpose of comparing planned and actual events and identifying discrepancies between the two. The second phase focussed on current program practice and perceived program results within the context of expected and actual events.

In Phase One, many Calgary Board of Education documents were reviewed, including the following:

1. Report from the tour of American partnerships
2. Partnerships Program proposal
3. Minutes of meetings of the Board of Trustees
4. CBE Partnerships Handbook
5. Alberta Education funding application
6. Agreement between the Calgary Board of Education and Alberta Education

Figure 2: Evaluation Model


1.0 Design & 2.0 Implementation
HISTORICAL CONTEXT (Document Analysis)
Program Initiators and Early Participants (Interviews & Feedback)
CASE HISTORY
3.0 Procedures
4.0 Outcomes
PROGRAM DESCRIPTION (Document Analysis & Observation)
PROGRAM GOAL ACHIEVEMENT (Observation)
FINAL REPORT
Selected Stakeholders (Interviews & Feedback)
Selected Partnerships Participants (Interviews & Feedback)
ISSUE IDENTIFICATION
RESULTS & IMPACT IDENTIFICATION
Students, Parents Teachers, Volunteers Administrators, Coordinators Executives (Questionnaires)
ANALYSIS OF ISSUES, RESULTS & IMPACTS
Selected Participants and Stakeholders (Interviews & Critiques)
STUDY OBSERVATIONS

7. Advisory Committee Terms of Reference
8. General correspondence on the Partnerships Program
9. Individual partnership files
10. Miscellaneous reports, news releases, articles, letters, job descriptions, etc.

In addition, two series of non-structured interviews were conducted. The first series was held with program initiators, including a Board Trustee, the former Chief Superintendent, several Board administrators and a Chamber of Commerce representative. The second series was held with school principals and chief executive officers or business coordinators involved in the five initial partnerships.

Based on the wealth of data thus generated, the majority of information presented in the first two chapters as well as the preamble of this report, were put together in descriptive form. In addition, a discrepancy analysis was conducted which reviewed the planned and actual implementation process. The results of the analysis are reported in Chapter 4, Study Findings.

Following a series of discussions with key players as well as the Evaluation Steering Committee, a list of issues, results and impacts was developed which would guide further investigation. The list included the following general categories:

A. Issues
1. Frequency and character of contact
2. Awareness
3. Equality
4. Appropriateness of Match
5. Commitment

B. Results and Impacts
1. Goal Achievement
2. Results (Intended)
   - 2.1 Human Changes
   - 2.2 Material Changes
   - 2.3 Curriculum Changes
   - 2.4 Organizational Changes
   - 2.5 Program Changes
3. Impacts (Unintended)
   - 3.1 Human Changes
   - 3.2 Material Changes
   - 3.3 Curriculum Changes
   - 3.4 Organizational Changes
   - 3.5 Program Changes
4. Affective Response
5. Recommendations

Based on this list, a number of instruments was developed to collect data for Phase Two of the study. These instruments included the following (consult Appendix 3):

1. School Activity Report
2. Business Activity Report
3. Student Interview
4. Teacher Interview
5. Business Volunteer Telephone Interview
6. Parent Telephone Interview

The information thus gained was analyzed, condensed and is reported in Appendix 5. The data were then subjected to further scrutiny to determine general current program characteristics which are reported in Chapter 4. Finally, some conclusions were drawn and observations advanced for further consideration.

4. STUDY FINDINGS

4.1 PROGRAM IMPLEMENTATION

A discrepancy analysis was conducted which involved a comparison of the planned process for program implementation with a chronological list of recorded events in the actual development of the program. The investigation was based on document analysis and non- structured interviews with key program initiators (consult Appendix 4). The following are the major discrepancies which were identified as occurring between the planned and actual implementation process.

1. Program Initiation

a) The Board of Trustees approval of the Partnerships Program proposal and budget was delayed by five months; this was unanticipated and delayed the initiation of the program.

b) Program authority appeared to be unclear and was not documented. Funds earmarked for this program were transferred to the Communications Department and thus, by inference, authority followed.

c) The position of Community Relations Officer was proposed as a half-time position; this was reduced to one-quarter time due to a Board decision to combine this position with the Parent Volunteer Coordinator's position. The decrease in coordinator time appears to have been detrimental as most of her time has been devoted to partnership initiation rather than to program maintenance.

2. Program Administration

a) The desired rate of partnership formation remained uncertain as it was not documented, thus making it difficult to measure goal achievement within any given period of time.

b) The delay of six months which occurred between the program's inception and the first partnership ceremony was longer than planned. It appears to have taken more time than anticipated to bring prospective partners to a state of readiness.

3. Finance

a) The fourteen month delay in obtaining approval from Alberta Education appears to have been unanticipated.

b) The initial program proposal's terms of reference were changed in the final contract with Alberta Education; this shift in focus from local program development to a provincial pilot with outreach responsibilities appears to have been unanticipated. It emerged from negotiations with the Province and added to the task at hand.

In general terms, however, the processes of program planning and implementation were very well documented, well organized and thoughtful. Apart from the lack of clearly outlined program authority, a clearly stated rate of partnership formation, and apart from a slower than anticipated initiation process, implementation setbacks were caused by external factors such as slow funding approval and shifts in focus to accommodate others' agendas.

4.2 PROGRAM PROCEDURES

1. Frequency and Character of Contact

a) Frequency and routineness of contact varied from partnership to partnership.

b) Although there was some variety, partnerships tended to focus on one type of activity (e.g. large group, displays, performance, staff-centered) rather than on a variety of activity types.

c) Only in three of the five schools were numbers of student participants large enough to warrant their inclusion in this study in the judgement of school administrators.

d) There was a wide range in students' understanding of their own involvement in partnership activities even though the sample selected was largely identified as those who had been actively involved.

e) The number of volunteers involved tended to be six or fewer in each partnership.

f) Teacher and staff involvement tended to be limited to the school partnership committee members in all but one school; the committees tended to have six or fewer members.

g) The number of volunteers whom teachers met varied from one to twelve.

h) The number of teachers and staff members met by volunteers varied from two to five.

i) Volunteers met either five or fewer individual students or else met them in large groups.

j) It is difficult in absolute terms to judge the adequacy of frequency and character of contact as no guidelines were predetermined. This was a purposeful approach on the part of the program's administration who were endeavouring to avoid over-regulation. However, participants in partnerships which had more frequent contact and had more participants involved tended to be more satisfied.

k) Participants in most of the partnerships tended to feel that more variety in types of activities would be beneficial.

2. Awareness

a) At least half of the students could identify their partner but only about one-quarter of them could identify an individual associated with that business.

b) The students' awareness of the purpose of their partnership ranged from 15 to 80%.

c) Fifty three to 100% of the parents whose children were involved in partnership activities could identify the partner.

d) The parents' awareness of program goals ranged from 59 to 89%.

3. Equality of Effort and Benefit

a) In all but one case, volunteers and teachers tended to agree that an equal effort was exerted by both the school and the business in making the partnership work.

b) Forty-six percent of volunteers compared to 25% of teachers felt that both partners benefitted equally whereas 38% of teachers compared to 23% of volunteers felt that the school benefitted more.

4. Appropriateness of Match

a) Those parents who were aware of the partnership supported the school-business match.

b) Volunteers tended to be divided about match appropriateness in two cases out of three. Issues of concern included the age of the students and the type of school.

c) Teachers tended to feel that their match was generally appropriate in four out of five cases. Issues of concern were specific to the nature of individual businesses.

d) One partnership had 100% support for the match from parents, volunteers and teachers.

e) Two of the original seven matching criteria elicited some concern, namely the scope of the school program and the specialties and interests of the business.

5. Commitment: Motivation and Recognition

a) The most frequently cited motivator for teacher and support staff involvement was principal request or job mandate, followed by three secondary motivators: perceived benefits to students or the school, a desire for involvement, and support for the partnerships concept.

c) Recognition for volunteer involvement varied from verbal thanks to written thanks to tangible tokens of appreciation.

d) Recognition of teacher and support staff involvement varied from verbal thanks to written thanks; in one case it was perceived to be limited.

4.3 PROGRAM OUTCOMES

1. Goal Achievement

a) Volunteers and teachers tended to agree about goal achievement in two out of the three partnerships which had written goals.

b) The goals which were rated the highest by respondents were in the affective domain and related to the enhanced self-esteem of students and mutual respect between school and business personnel.

c) The partnership which was later terminated had written goals; however, volunteers and teachers differed significantly regarding goal achievement.

d) In the two partnerships which had no written goals, over half of the teachers felt that the implicit goals were being achieved. In both cases, volunteers made no comments regarding goal achievement.

2. Results and Impacts

a) The intended results of the Parternships Program are evident in all the schools to some extent:

i) Provision of role and career models for students.
ii) Encouragement of student performance and participation.
iii) Greater recognition of student achievement.
iv) Additional learning resources for the school.
v) Increased communication with and understanding of businesses and organizations.

b) The intended results of the Partnerships Program are evident in all the businesses to some extent.

i) Increased staff morale, pride and commitment.
ii) Increased communication among employees.
iii) Informal and ongoing public relations for the business.
iv) Service and product exposure.
v) Increased communication with and understanding of schools.

c) Further, there were unintended positive impacts for students, teachers and schools.

i) For students -

- new or improved skills
- personal growth in terms of self-confidence, self-esteem, cooperation and responsibility
- enhanced community awareness

ii) For teachers -

- a new perspective on students
- increased understanding of community resources
- increased understanding of volunteers
- personal growth

iii) For schools -

- curricular improvements or additions
- enriched programs

d) There were also unintended positive impacts for volunteers, businesses and organizations.

i) For volunteers -

- greater understanding and enjoyment of students

ii) For businesses -

- increased focus on volunteer work
- additional manpower support (provided by students)
- increased community involvement

e) Unintended negative impacts for students, teachers and schools were few, if any.

i) No negative impacts were reported for students in any of the five partnerships.

ii) Drawbacks for teachers included extra time commitments and increased stress.

iii) No drawbacks were reported for schools in general.

f) Unintended negative impacts for volunteers and businesses were minimal.

i) Volunteers reported that time taken away from the workplace was a drawback.

ii) No drawbacks were reported for businesses.

g) All partnerships cited specific events which had helped to enhance their feeling of "togetherness" with their respective partners.

3. Affective Response

a) On a five point scale ranging from "Not at All" to "A Great Deal", there were significant differences in the value attached to partnership activities among respondent groups in all five partnerships. However, the overall mean rating of value tended to fall between the positive responses of "Quite a Bit" to "A Great Deal".

b) Overall, the value of activities was rated the highest by parents followed by students and volunteers, with teachers assigning the lowest relative value.

c) Students and volunteers tended to rate their satisfaction with partnership activities between "Quite a Bit" and "A Great Deal".

d) Teachers and support staff were generally satisfied with their involvement in partnership activities and rated them between "Somewhat" and "A Great Deal"; however, some also held mixed or negative feelings regarding involvement (e.g. burnout, lack of return for effort).

4. Recommendations

a) Although respondents made recommendations which were specific to their partnership, the following themes kept appearing throughout their recommendations:

i) More parent involvement and communication

ii) More staff involvement

iii) More extensive help for business partners (school perception)

iv) More volunteer involvement

v) More varied activities

b) General Partnership Program recommendations tended to be similar across all partnerships. The most frequently cited recommendations included the following:

i) Partnerships in all CBE schools

ii) More program promotion

iii) More inter-partnership communication

iv) Closer liaison with the Communications Department

v) Careful selection of program school and business coordinators and other key people

5. FINAL OBSERVATIONS

5.1 PROGRAM OUTCOMES

In a little over a year of operation, what did the Partnerships Program accomplish? Of the five initial partnerships which were established in 1985, three could be considered active and successful, one remained in a planning mode, and one was terminated. The first two years of the program proved a valuable learning experience for everyone involved and produced some useful guidelines for future development.

Many positive changes and benefits were experienced by program participants. All anticipated program outcomes were in evidence to some extent, but as well, a number of positive unanticipated outcomes were noted. In particular, students gained personally in terms of self-confidence, self-esteem, cooperation and responsibility, improved skills, and enhanced awareness of their community. Volunteers gained a greater understanding and enjoyment of today's students while their businesses experienced such positive gains as an increased focus on volunteer work, additional manpower support and a sense of increased community involvement. Teachers gained a new perspective on their students having seen them function in a different environment; they also learned more about community resources and about working with volunteers and experienced personal growth. Schools benefitted materially in terms of both improved facilities or equipment and financial assistance. Curricula and programs were enriched through the schools' enhanced contact with business.

Few program drawbacks were cited by participants. Most notable was the unanimous view that there had been no drawbacks to students or schools resulting from program involvement. Generally, satisfaction and program support were high on the part of all participants and program activities were perceived as valuable. Parents' support and their unanimous desire for program expansion into all schools spoke strongly for the perceived value of the program.

Overall, it can be concluded that the positive human changes experienced by all participants, as well as the perceived benefits to both schools and businesses, supports program continuation and development.

5.2 PROGRAM EFFECTIVENESS

Part of the mandate of this evaluation study was to measure program effectiveness and to advance observations regarding possible program changes. The following areas have been identified as those which could benefit from further consideration.

1. Organization and Procedures

a) The Advisory Committee

Over the first two years of operation, the Advisory Committee met three times per year and provided a general program monitoring function. Because it was the only group with business representation at a program administration level, its role could be upgraded and intensified so that:

i) It meets more frequently for specific advisory tasks
ii) Its business representatives provide a business perspective on such administrative components as matching and program maintenance.

In fact, during the course of the evaluation process, it was noted that the Advisory Committee's role was in the process of being upgraded.

b) The Community Relations Officer

The focus of this quarter-time position in relation to the Partnership Program was partnership initiation. In addition to the five original partnerships of the 1985-86 school year, four more were initiated in 1986-87, and the goal for future years was to be at

least ten new partnerships per year. The public relations and communications tasks involved in the initiation of four or five Parntership were very time-consuming. If the program continues to expand at projected rates, the responsibilities assigned to this position, within the give time allotment, will be impossible to fulfill. For example, by 1990, there could be over forty individual partnerships to administer, not to mention initiating ten more. Therefore, it seems necessary that this position be expanded to full-time in the near future to ensure continuation and expansion of the program.

Because partnership initiation was to focus in these initial years, maintenance and development, or nurturing, of existing partnerships received little attention. While partnership needs varied according to individual characteristics, a common thread which ran through all the partnerships studied was a need for more inter-partnership sharing and communication as well as the desire for greater program support in such areas as activity building, process advice and feedback, and problem-solving at the "grass roots" level. It is apparent in this growing program that one person cannot effectively accomplish all functions, and so it seems critical that this program nurturing function be clarified and assigned to a new position, likely part-time at first, but again, to grow with the program.

2. Linkages within the System and the Community

While student involvement in the three active partnerships was quite high, teacher and volunteer involvement tended to be limited and in some cases partnership responsibilities appeared to rest on one or two individuals. Contact between teachers and volunteers was also limited. It appears that linkages between program initiators and program implementers must be strengthened, that teacher motivation must be enhanced and that volunteers must be free to leave their desks with a clear conscience.

In addition, a key element to success is the training of program liaison people including principals, school coordinators and business

coordinators, and program implementers, including teachers and volunteers. Such training should include a discussion of roles and responsbilities, technique for broadening the base of grassroots ownership and support, effective use of volunteers, communications skills and other appropriate activities.

Further, participants in the study recommended that closer links between the Communications Department and individual partnerships be established. This could be facilitated by the increased time for the Community Relations Officer and the additional recommended position referred to above.

While parent awareness and understanding in the study sample was high, it was their recommendation that parent involvement in partnership activities be increased and communications with the home regarding partnership activities be enhanced. The most obvious medium for increased communication and improved linkages with the home would be through the use of existing school newsletters. For example, a regular partnership column could be established.

3. Communication Process

Students in the study sample remembered partnership activities but their understanding of the purpose behind these activities tended to be low. Therefore, it appeared that the purpose of the partnership should be made clear more frequently to students. In addition, it was suggested that students be encouraged to take part in planning activities. Perhaps student contact could be initiated through already existing activities such as sports organizations, clubs and Students' Council.

On a more global scale, while participants were clear about the quality of effort expended by both schools and businesses to make the partnership work, there was some uncertainty about equality of benefits or indeed whether benefits should be enjoyed equally by both partners. The concern seemed more apparent on the part of some schools whose members felt they were not "doing enough" for their partners;

conversely, volunteers did not share this perception. While the Partnerships Handbook stated that the purpose of the program was to develop "a direct, supportive relationship between a business or organization and a school" (12), background CBE documentation emphasized that the program was an innovative strategy to enhance student learning. Perhaps a clarification of program purpose should be communicated to participants from time to time to help focus expectations.

A final note on communication: all participants felt that the Partnerships Program would benefit from more promotion and a heightened community profile. While it was a definite strategy of the Communications Department to proceed slowly and carefully at first, it is obvious that study participants would like to see faster growth and a higher profile.

4. Program Assignment Match

Parents' support of the match between particular schools and businesses was strong. Teachers also tended to support their specific match. However, volunteers were divided in their opinions about the appropriateness of matches. Concerns were related to the appropriateness of the type of school or student age in relation to the nature of the particular business. In some cases, it might be appropriate to review partner compatibility.

With regard to match appropriateness, some other considerations might be made in the light of study findings:

a) Partnerships might benefit from help in devising activities to be shared by adults and young children.

b) Partnership goals might be broadened to include more human service and classroom-based activities.

c) More business input into the matching process might identify initial hesitations and concerns on the part of businesses in dealing with schools.

d) Partners who feel inappropriately matched after a period of time might be provided with an opportunity to back out gracefully or change to a more appropriate partner.

e) The appropriateness of a match could be evaluated annually or on some regular basis.

5. Resource Use

From the time of program inception, financial resources for the Partnerships Program were considered adequate. However, the time allocation for the Community Relations Officer (see above) was not adequate to fully address all aspects of the program.

After reviewing expenditures over the first two years of the program, the Director of Communications and the evaluator concluded that, apart from manpower costs, establishment and maintenance of a similar program could be done for minimal cost. Other key elements would include sufficient funds for public relations, professional development activities, meeting expenses and supplies.

However, there were hidden costs involved which should be acknowledged from the outset. In particular, the human resource time of board administrators was considerable to initiate the program and maintain an ongoing involvement as was the contribution of time by Advisory Committee members. Further, it must be noted that in an effort to meet program demands, the Community Relations Officer "volunteered" countless additional unpaid hours. Finally, the time and effort expended by school and business personnel was extensive in some cases and should be given due consideration as well as recognition.

6. Goal Achievement

Three of the partnerships had written goals. Volunteers and teachers tended to agree about how well goals had been achieved in two of the partnerships; in the third partnership, later terminated, volunteers and teachers differed markedly about goal achievement. Teachers in the two partnerships without measurable goals tended to feel positive about goal achievement, but in both cases, volunteers did not comment, leading one to ask whether indeed goals were clear to all participants and whether perceptions regarding goal attainment were shared.

A set of written goals for each partnership can provide a ready-made agenda for activities and short-term objectives can act as a reference guide for perception checks and progress reports.

Generally, the Partnership Program goals which were achieved to the greatest extent lay in the affective area and were related to students' self-esteem and partners' mutual respect.

7. Program Implementation

Program implementation is critical to program effectiveness. Three areas of note relating to implementation emerged from the data as follows:

a) Frequency and Character of Contact

The frequency of contact between partners varied from frequent and regular to infrequent and irregular. The question remains, "What is an optimum contact schedule for a partnership?" It is likely that frequency is linked to character of contact, or type of activity. Partnerships tended to focus on a particular activity type, such as mainly large group activities, mainly display/performance type of activities, or mainly staff-centered activities. Viewed in conjunction with their request for more inter-partnership sharing, it appears that individual partnerships tended to run out of appropriate ideas and to replay old successful ones, leading to lack of program variety. Overall, it was noted that only one partnership had initiated significant one-on-one activities between students and volunteers. Again, lack of variety relates to the already-mentioned need for ongoing program nurturing and support.

b) Role of the Teacher

The role of teachers in each partnership is critical as each teacher forms a link with his or her students. Those teachers who did report student benefits noted with pleasure their students' reaction to

environments and situations other than the regular school setting. Further, the teachers cited additional community resources now at their disposal and identified areas of curriculum enrichment resulting from their partnerships. A by-product was their own increased understanding of the business world.

Of all participant groups, the teachers demonstrated the least motivation and assigned the lowest relative value to their partnership. In addition, over one third of teachers reported such drawbacks to the program as time commitment and stress. Recognition of teachers' contributions tended to be more limited than that of volunteers'. Half of the teachers interviewed reported perceiving no benefits to students or did not reply to the question. Teachers' primary reason for getting involved was due to a request from their principal.

A dilemma is evident. Are teachers conscripted into the partnership or do they volunteer? If they are conscripted, do they see the partnership as part of their job or simply "an add-on"? If they are truly volunteers, are they recognized as such?

The benefits of the Partnerships Program are clear, but teacher commitment and the ambiguity of the teachers' role in a partnership remain challenges for leadership. Potential benefits of partnering must be identified for teachers but at the same time, their comments regarding stress, burnout and lack of recognition must be addressed.

c) Volunteer In-school Time

While the number of volunteers involved varied significantly from partnership to partnership, all volunteers tended to be satisfied with their involvement and enjoyed working with kids. However, the one drawback cited by nearly half of them was their concern about being away from the workplace. It is evident that business policies relating to employee volunteer time must be clarified with both employers and the schools involved. Other alternatives for employees

locked into rigid schedules could be explored. Volunteers must be able to involve themselves at the school with a clear mind and with company support.

d) Trouble Shooting

The two partnerships which were not fully functional during the course of the evaluation (one terminated, the other mainly in a planning mode) may have been emitting trouble signals for quite a while but lack of system experience with signs of partnership failure, as well as the lack of an early warning system, may have exacerbated the situation. Characteristics of the troubled partnerships may have included the following:

1. Lack of written goals
2. Differing perceptions regarding goal achievement
3. Lack of a game plan with specific objectives and activities
4. Uncertainty about roles
5. Limited or no student contact
6. Personnel turnover in key roles
7. Financial instability of the business
8. Unstated limitations regarding volunteer in-school time
9. Lack of commitment to the match
10. Lack of concept expansion and participant engagement
11. Possible conflict with other school-based programs

5.3 FINAL COMMENTS

The first two years of the Partnerships Program have been exciting and dynamic ones for all those who have been involved. The findings of this evaluation clearly point to the positive human gains to be made by such an endeavour. The costs are fairly low, related mainly to program administration; the benefits have just begun to be identified - for volunteers, for businesses, for teachers, for schools, and most particularly, for students. It is to be expected that not all partnerships will be successful, yet with increased information about warning signals, it will be easier in future to predict and avert problems which may arise. Participant involvement is likely to continue to grow over the years, particularly with the development of a program maintenance position which will facilitate inter-partnership communication and provide problem-solving at the grass-roots level. Participant satisfaction as well as the positive results and impacts identified by this study strongly support program continuation and development.

Footnotes

1. Partnerships Handbook, Appendix 7
2. Partnership #1 file, 1985
3. Partnership #1 file, 1985
4. Partnership #1 file, 1985
5. Partnership #2 file, 1985
6. Partnership #3 file, 1985
7. Partnership #3 file, 1985
8. Partnership #4 file, 1986
9. Partnership #5 file, 1986
10. Partnership #5 file, 1986
11. Detailed Work Plan, Partnerships Program Evaluation Study, 1986
12. Partnerships Handbook, page 4

Information Sources

Files:

F1 General Correspondence file, Partnerships Program
F2 Partnership 1 file
F3 Partnership 2 file
F4 Partnership 3 file
F5 Partnership 4 file
F6 Partnership 5 file

Documents:

D1 Report to the Partnerships Steering Committee, June 13, 1984
D2 Report on trip to Partnerships Programs in the United States
D3 In Partnership with a School ... Toward a Learning Community. A Program Proposal, August, 1984
D4 CBE Partnerships Handbook
D5 Minutes from meetings of the Calgary Board of Trustees
D6 Report to the CBE Trustees regarding Partnerships, October 18, 1985
D7 Application for funding from CBE to Alberta Education, January 18, 1985
D8 Agreement between CBE and Alberta Education, March, 12, 1986
D9 Partnerships Advisory Committee Terms of Reference
D10 Miscellaneous news releases and newsletters

Interviews:

P1 Trustee
P2 Former Chief Superintendent
P3 CBE Administrator #1
P4 CBE Administrator #2
P5 CBE Administrator #3
P6 CBE Administrators #1 & 2

P7 School #2 Administrator June 4, 1986

P8 School #4 Administrator June 6, 1986

P9 School #1 Administrator June 12, 1986

P10 School #3 Administrator June 24, 1986

P11 School #5 Administrator June 26, 1986

P12 Business #5 Coordinator July 9, 1986

P13 Business #1 Coordinator July 11, 1986

P14 Business #3 Chief Executive Officer July 11, 1986

P15 Business #2 Coordinator July 18, 1986

P16 Business #4 Coordinator July 21, 1986

P17 CBE Administrator #2 July 23, 1986

P18 CBE Administrators #1 and #2 September 18, 1986

P19 Business #4 Coordinator November 5, 1986

P20 Chamber of Commerce Representative #1 November 14, 1986

P21 Chamber of Commerce Representative #2 November 18, 1986

P22 Business #1 Coordinator November 20, 1986

P23 Business #3 Chief Executive Officer (telephone) November 20, 1986

P24 Business #5 Coordinator (telephone) December 11, 1986

P25 CBE Administrator #2 February 17, 1987

P26 CBE Administrator #2 March 18, 1987

APPENDIX 1

PROFILE FORMS

School Profile

A. School Name:

B. Address:

C. Principal: Telephone:

D. Partnership Coordinator: Telephone:

E. Key Communicator: Telephone

F. Grades Served:

G. General Program Description:

(see attached reprint from the CBE catalogue of programs and services.)

H. Priorities - each of the following items should be rated as follows:

1 = low priority
2 = medium priority
3 = high priority

ITEM		PRIORITY
1. Tutoring (specify program)		
Program	Grade/Group	
_____	_____	_____
_____	_____	_____
_____	_____	_____
2. Achievement Improvement		_____
3. Attendance Improvement		_____
4. Special Recognition Awards (specify)		
_____		_____
_____		_____
_____		_____
5. Field Trips		_____
6. Speakers/Demonstrations/Clinics		_____
7. Tours of Partner's Facilities		_____
8. Career Days/Evenings		_____

	ITEM	PRIORITY
9.	Job Seeking Skills	_____
10.	Mini-Courses	_____
11.	School Clubs	_____
12.	Athletic Events	_____
13.	Fine Arts	_____
14.	Photography	_____
15.	Yearbook/Newspaper	_____
16.	Consumer Education	_____
17.	Health/Nutrition Education	_____
18.	Parent Involvement	_____
19.	Community Involvement	_____
20.	Buddying	_____
21.	Competitions/Prizes	_____
22.	Newsletter	_____
23.	Specialized Skills (specify)	
	_____	_____
	_____	_____
	_____	_____
24.	Others (describe and rate each)	
	_____	_____
	_____	_____
	_____	_____

I. Current and desired level of parent involvement.

J. Current and desired level of community involvement.

K. Overview of school facility resources.

L. Overview of other nearby community resources.

M. General comment regarding school priorities and areas of emphasis.

N. Origination Date: _____ Last Revised: _____

Business Profile

Name of Business/Organization:

Executive Contact: Phone:

Partnership Coordinator: Phone:

Address and general location in city:

Description of product/service:

Size and scope of operation:

Number of employees, with comments regarding interest and specialties:

Other kinds of involvement in the community:

Comments regarding your interest in becoming a partner with a Calgary public school:

APPENDIX 2

STUDY SAMPLE

INFORMATION ABOUT THE STUDY SAMPLE

	Number of Respondents			
	Students	Parents	Teachers	Volunteers
Partnership 1	19	17	7	4
Partnership 2			2	2
Partnership 3	15	13	5	1
Partnership 4	20	18	4	2
Partnership 5			6	4
TOTAL	54	48	24	13

Definitions:

1. Student = a student involved in at least one partnership activity.
2. Parent = parent of a student (excluding those in #1) who was involved in at least one partnership activity.
3. Teacher = a teacher involved in at least one partnership activity.
4. Volunteer = a business volunteer involved in at least one partnership activity.

APPENDIX 3

STUDY INSTRUMENTS

PARTNERSHIP PROGRAM EVALUATION

School Activity Report

Identify School Affiliation:

School Activity Report

1. List the school coordinator and his/her position in the school.

2. If the school coordinator has a committee, please list the names and positions of the committee members.

3. List the activities that were planned with your partner from September to December, 1986.

4. List the names of staff members who have been involved in the Partnership Program, their positions, and the activities in which they have been involved since September, 1986. Include planning sessions and committee work. (Example: Tom Smith, grade 7 & 8, Science teacher, organizing volleyball game with businesses in school gym, November 13, 1986. Example: Tom Smith, Grade 7 & 8 science teacher, organizing and training two volunteers from businesses to coach junior boys volleyball team, school gym, October 8, 10, 14, 16, 1986.

Name	Position Description	Activities	Location	Date

5. List the names of students who have been involved in the Partnership Program, their positions (if applicable), and the activities in which they have been involved since September, 1986. (Example: Marcy Brown, grade 6, class monitor, singing in choir and presenting home-made Christmas cards to business partners in their foyer on December 4, 1986). If the class participated as a whole, a class list is acceptable.

Name	Position Description	Activities	Location	Date

6. Are there any extenuating circumstances with reference to planned and/or completed activities which you would like to include?

PARTNERSHIP PROGRAM EVALUATION

Business Activity Report

Identify Business Affiliation

Business Activity Report

1. List the business coordinator and his/her position in the business.

_____

_____

2. If the business coordinator has a committee, please list the names and positions of the committee members.

_____

_____

_____

_____

_____

3. List the activites that were planned with your partner from September to December, 1986.

_____

_____

_____

_____

_____

_____

_____

_____

4. Since September, 1986 list the names of staff members who have been involved in the Partnership Program, their positions, and the activities in which they have been involved. Include planning sessions and committee work. (Example: Angela Smith, administrative assistant, assisting in computer class, at school, Sept. 10, Sept. 17, Oct. 14, Nov. 6, 1986 - 2 hrs. each time)

Name	Position Description	Activities	Location	#/hrs Date

5. Are there any extenuating circumstances with reference to planned and/or completed activities which you would like to include?

PARTNERSHIP PROGRAM EVALUATION

Student Interview

0. Identify Student's School:

Calgary Board of Education

PARTNERSHIP PROGRAM EVALUATION

Student Interview

Introductory Comment:

I would just like to ask you a few questions about some activities that have been happening in your school. Your ideas are very helpful to us.

A 2.1 1.a) Have you heard of the Partnership Program? Yes ____ No ____ DK ____

A 2.1 b) What is it?

A 2.3 2. Who is your school's partner?

A 1.3 3.a) Have you ever been involved in a Partnership activity? Yes ____ No ____ DK ____

A 1.2 b) What did you do?

A 1.1 c) How many times have you been involved?

A 2.3 4.a) Have you met anybody that works at/belongs to (business)? Yes ____ No ____ DK ____

A 2.3 b) Do you remember their names?

A 2.3 c) What do you remember about them?

	5. Can you rate your Partnership activities on a scale of 1 to 5 where 1 = A GREAT DEAL and 5 = NOT AT ALL:	A GREAT DEAL	QUITE A BIT	SOMEWHAT	LITTLE	NOT AT ALL
B 4.2	a) How enjoyable these activities were to you	1	2	3	4	5
B 4.1	b) How interesting these activities were to you	1	2	3	4	5
B 4.1	c) How worthwhile these activities were to you	I	2	3	4	5
B 4.1	d) How personally valuable these activities were to you	1	2	3	4	5
B 2.1 B 3.1	e) How much have you learned from these activities	1	2	3	4	5

B 2.1
B 3.1 f) Can you tell me any more about what you have learned?

A 2.4 6.a) Do you know of any activities that are going to happen soon in your school that are Partnership activities?

Yes ____
No ____
DK ____

A 2.4 b) What are they?

A 3.2
B 2 & 3

7.a) Do you know of anything your partner has done for your school?

Yes ____
No ____
DK ____

A 3.2
B 2 & 3

b) What has it done?

A 3.1
B 2 & 3

8.a) Do you know of anything your school has done for your partner?

Yes ____
No ____
DK ____

A 3.1
B 2 & 3

b) What has it done?

B 4.2

9. What do you like best about your Partnership?

B 4.2

10. Is there anything that you don't like about your Partnership?

B 5

11. Is there any way in which your Partnership should be changed?

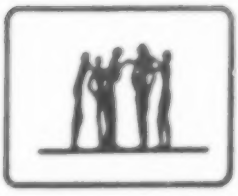
12. Any other comments?

Thank you for your help!

PARTNERSHIP PROGRAM EVALUATION

Parent Telephone Interview

0. Identify School Affiliation:



Calgary Board of Education

PARTNERSHIP PROGRAM EVALUATION

Parent Telephone Interview

Introductory Comment:

The Calgary Board of Education has been operating the Partnership Program for just over a year. This opinion survey will provide us with some of the information we need for planning and evaluation activities related to the program. Your views and reactions are important to us. Thank you for your time and assistance.

A 2.1 | 1.a) Have you heard of the Partnership Program at your child's school?

Yes ____
No ____
DK ____

A 2.1 | b) What is the Partnership Program?

A 2.3 | 2. Who is the school's partner?

A 2.2 | 3. What do you think is the purpose of this Partnership?

B 1 | 4. Do you think that this purpose is being achieved?

A 1.3 | 5.a) Has your child ever been involved in any Partnership activities?

Yes ____
No ____
DK ____

A 1.2 b) What were these activities?

A 1.1 c) How many times has your child been involved?

6. Could you rate these Partnership activities in terms of your child's reaction to them on a 5-point scale where 1 = A GREAT DEAL and 5 = NOT AT ALL.

		A GREAT DEAL	QUITE A BIT	SOMEWHAT	LITTLE	NOT AT ALL
B 4.2	a) How enjoyable your child found these activities	1	2	3	4	5
B 4.1	b) How interesting your child found these activities	1	2	3	4	5
B 4.1	c) How worthwhile your child found these activities	1	2	3	4	5
B 4.1	d) How personally valuable your child found these activities	1	2	3	4	5
B 2.1 B 3.1	e) How much your child has learned from these activities	1	2	3	4	5

B 2.1 B 3.1 f) Can you comment further on what your child has learned?

A 2.4 7.a) Do you know of any upcoming Partnership activities?

Yes ____
No ____
DK ____

A 2.4 b) What are they?

A 3.2
B 2 & 3

8.a) Do you know of anything that the school's partner has done for the school?

Yes ____
No ____
DK ____

A 3.2
B 2 & 3

b) What has it done?

A 3.1
2 & 3

9.a) Do you know of anything that the school has done for B its partner?

B 2.1

10. Are there any changes in your child's attitudes, B 3.1 behavior, or skills which you consider may be a result of his/her involvement in Partnership activities?

B 2 & 3

11. What do you think are the benefits of this Partnership?

B 2 & 3

12. What drawbacks, if any, do you see to this Partnership?

A 4

13. In what ways do you think that the match between __(school)__ and __(business)__ is appropriate?

A 4

14. In what ways, if any, is the match not appropriate?

B 5 15.a) Are there any ways that this Partnership should be changed?

B 5 b) In general terms, are there any ways that the Partnership Program at the Calgary Board of Education should be changed?

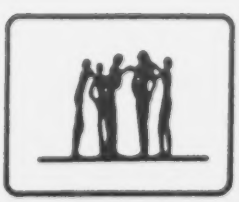
16. Any other comments?

Thank you very much for your input!

PARTNERSHIP PROGRAM EVALUATION

Teacher Interview

0. Identify Teacher's School:



Calgary Board of Education

PARTNERSHIP PROGRAM EVALUATION

Teacher Interview

Introductory Comment:

The Calgary Board of Education has been operating the Partnership Program for just over a year. This opinion survey will provide us with some of the information we need for planning and evaluation activities related to the program. Your views and reactions are important to us. Thank you for your time and assistance.

A 2.1 | 1. How would you define the Partnership Program?

A 2.2 | 2. (If no goal list is attached -- complete #2 & 3

What do you think are the goals of your Partnership?

B 1 | 3. To what extent do you think that these goals are being achieved?

A 2.3 | 4.a) Have you met any business volunteers?

Yes ____
No ____
DK ____

A 2.3 | b) Who have you met?

A 2.4 | 5. What upcoming Partnership activities are you aware of?

A 1.1 | 6. How many times have you been involved in a Partnership activity?

A 1.2 | 7. What kinds of activities have you been involved in?

A 5.1 | 8. Why did you get involved in these activities?

B 4.2 | 9. Are you glad you did get involved? Why or Why not?

A 5.3 | 10. What kind of formal or informal recognition have you received for your involvement? (e.g. thank you note, certificate of service, verbal thank you, etc.)

11. Could you rate the Partnership activities you have been involved in on a 5-point scale where 1 = A GREAT DEAL and 5 = NOT AT ALL:

		A GREAT DEAL	QUITE A BIT	SOMEWHAT	LITTLE	NOT AT ALL
B 4.2	a) How enjoyable these activities were to you	1	2	3	4	5
B 4.1	b) How interesting these activities were to you	1	2	3	4	5
B 4.1	c) How worthwhile these activities were to you	1	2	3	4	5
B 4.1	d) How personally valuable these activities were to you	1	2	3	4	5
B 2.1 B 3.1	e) How much have you learned from these activities	1	2	3	4	5

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B 2.1
B 3.1

f) Can you comment further on what you have learned?

12. What are the benefits of your Partnership to each of the following:

B 2.4
B 3.4

a) To your school?

B 2.4
B 3.4

b) To the business/organization?

B 2.1
B 3.1

c) To the students?

B 2.1
B 3.1

d) To you?

13. What are the drawbacks, if any, of your Partnership to each of the following:

B 2.4
B 3.4

a) To your school?

B 2.4
B 3.4

b) To the business/organization?

B 2.1
B 3.1

c) To the students?

B 2.1
B 3.1

d) To you?

B 2.5
B 3.5

14. Are there any particular activities which have enhanced the Partnership itself?

A 3.1

15. Can you comment on the equality of effort put into the Partnership by school personnel and by business personnel?

A 3.2

16. Can you comment on the equality of benefits resulting from the Partnership for the school and for the business?

17. Compared to the way they were before the Partnership started, how has each of the following changed as a result?

B 2.1
B 3.1

a) The students?

B 2.1
B 3.1

b) The staff?

B 2.2
B 3.2

c) School resources and facilities?

B 2.4
B 3.4

d) School organization?

B 2.3
B 3.3

e) Curriculum?

B 2
B 3

f) Other? (Please specify)

A 4

18.a) In what ways do you think that the match between your school and your partner is appropriate?

A 4

b) In what ways, if any, is the match not appropriate?

B 5

19.a) Are there any ways that your Partnership should be changed?

B 5

b) In general terms, are there any ways that the Partnership Program at the Calgary Board of Education should be changed?

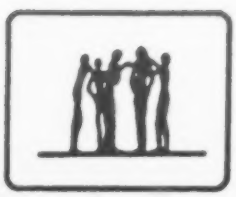
20. Any other comments?

Thank you very much for your input!

PARTNERSHIP PROGRAM EVALUATION

Business Volunteer Telephone Interview

0. Identify Volunteer's Organization:



Calgary Board of Education

PARTNERSHIP PROGRAM EVALUATION

Business Volunteer Telephone Interview

Introductory Comment:

The Calgary Board of Education has been operating the Partnership Program for just over a year. This opinion survey will provide us with some of the information we need for planning and evaluation activities related to the program. Your views and reactions are important to us. Thank you for your time and assistance.

A 2.1 | 1. How do you define the Partnership Program?

A 2.2 | 2. (If no goal list is attached -- complete #2 & 3).

What do you think are the goals of your Partnership?

B 1 | 3. To what extent do you think that these goals are being achieved?

A 2.3 | 4.a) Have you met any school staff members?

Yes ____
No ____
DK ____

A 2.3 | b) Who have you met?

A 2.3 | 5.a) Have you met any students?

Yes ____
No ____
DK ____

A 2.3 b) How many have you met?

A 2.4 6.a) Do you know of any upcoming Partnership activities?

Yes ____
No ____
DK ____

A 2.4 b) What are they?

A 1.1 7. How many times have you volunteered for a Partnership activity?

A 1.2 8. What kinds of activities have you been involved in?

A 5.1 9. Why did you volunteer?

B 4.2 10. Are you glad you did volunteer? Why or why not?

A 5.3 11. What kind of formal or informal recognition have you received for your involvement? (e.g. thank you note, certificate of service, verbal thank you, etc.)

12. Could you rate the Partnership activities you have been involved in on a 5-point scale where 1 = A GREAT DEAL and 5 = NOT AT ALL:

		A GREAT DEAL	QUITE A BIT	SOMEWHAT	LITTLE	NOT AT ALL
B 4.2	a) How enjoyable these activities were to you	1	2	3	4	5
B 4.1	b) How interesting these activities were to you	1	2	3	4	5
B 4.1	c) How worthwhile these activities were to you	1	2	3	4	5
B 4.1	d) How personally valuable these activities were to you	1	2	3	4	5
B 2.1 B 3.1	e) How much you have learned from these activities	1	2	3	4	5

B 2.1
B 3.1 f) Can you comment further on what you have learned?

13. What are the benefits of your Partnership to each of the following:

B 2.4
B 3.4 a) To your organization?

B 2.4
B 3.4 b) To the school?

B 2.1
B 3.1 c) To you?

14. What are the drawbacks, if any, of your Partnership to each of the following:

B 2.4
B 3.4

a) To your organization?

B 2.4
B 3.4

b) To the school?

B 2.1
B 3.1

c) To you?

B 2.5
B 3.5

15. Are there any particular activities which have enchanced the Partnership itself?

A 3.1

16. Can you comment on the equality of effort put into the Partnership by business personnel and by school personnel?

A 3.2

17. Can you comment on the equality of benefits resulting from the Partnership for the business and for the school?

A 2.4
B 3.4

18. What impact, if any, has the Partnership had on your organization?

A 4 19.a) In what ways do you think that the match between (business) and (school) is appropriate?

A 4 b) In what ways, if any, is the match not appropriate?

B 5 20.a) Are there any ways that your Partnership should be changed?

B 5 b) In general terms, are there any ways that the Partnership Program at the Calgary Board of Education should be changed?

21. Any other comments.

Thank you very much for your input!

ADDENDUM - QUESTIONS 2 & 3

PARTNERSHIP #1

A 2.2

2. To what extent do you think that each of the following goals of your partnership is currently being achieved?

Please rate your opinion on a scale of 1 to 5 where 1 = A GREAT DEAL and 5 = NOT AT ALL.	A GREAT DEAL	QUITE A BIT	SOMEWHAT	LITTLE	NOT AT ALL
Building student self-esteem, self-respect, and self-worth through active participation in service areas directly related to the adult world.	1	2	3	4	5
Enhancing the school's career orientation program through active participation in the program.	1	2	3	4	5
Providing direct learning experiences for the students through joint ventures in work study programs, field trips, and the club's philosophy of life.	1	2	3	4	5
Increasing awareness of the uniqueness of each of the partners involved.	1	2	3	4	5

B 1

3. Can you comment further on current goal achievement?

ADDENDUM - QUESTIONS 2 & 3

PARTNERSHIP #2

A 2.2

2. To what extent do you think that each of the following goals of your partnership is currently being achieved?

Please rate your opinion on a scale of 1 to 5 where 1 = A GREAT DEAL and 5 = NOT AT ALL.	A GREAT DEAL	QUITE A BIT	SOMEWHAT	LITTLE	NOT AT ALL
Increasing understanding of business and its people.	1	2	3	4	5
Heightening community awareness.	1	2	3	4	5
Creating opportunities for business staff to work with students (tutoring, classroom presentations, etc.).	1	2	3	4	5
Increasing communication and morale at business through teamwork and contact with the school.	1	2	3	4	5
Building towards a more specific Year Two.	1	2	3	4	5

B 1

3. Can you comment further on current goal achievement?

ADDENDUM - QUESTIONS 2 & 3

PARTNERSHIP #5

A 2.2 2. To what extent do you think that each of the following goals of your partnership is currently being achieved?

Please rate your opinion on a scale of 1 to 5 where 1 = A GREAT DEAL and 5 = NOT AT ALL.	A GREAT DEAL	QUITE A BIT	SOMEWHAT	LITTLE	NOT AT ALL
Working with members of business staff during and after school hours in a variety of activities and programs.	1	2	3	4	5
Using staff within the classroom as resources.	1	2	3	4	5
Participating in computer activities.	1	2	3	4	5
Working towards developing a mutual acceptance and respect for each other's goals and roles in our community.	1	2	3	4	5
Sharing community understanding and common interests.	1	2	3	4	5

B 1 3. Can you comment further on current goal achievement?

APPENDIX 4

DISCREPANCY ANALYSIS

Table 1. Program Initiation

PLANNED PROCESS			HISTORY OF EVENTS			DISCREPANCY ANALYSIS
Date	Plan	Source	Date	Event	Source	
Prior to 1984	To discuss the possibility of a Partnership Program.	P1,2,3	Early 1984	Small informal group which includes the Chief Superintendent, a Trustee, and two senior administrators, meets to discuss the Partnership idea in the context of CBE.	F1	None - one to two years' incubation
May 1984	To investigate U.S. Partnership Programs.	D1	June 1984	Member of informal group visits Partnership Programs in Memphis, Dallas, San Diego, and Indianapolis and prepares a report.	D1 P1,2,3	None
				Group now termed a 'Steering Committee', a formal group of CBE personnel exploring the idea of and planning for the possible implementation of a Partnership Program in Calgary.	D2	
June 1984	To meet with potential Advisory Committee members, widening it to include people external to the Board.	D1	Spring-Fall 1984	Early meetings held with ATA, Calgary Federation of Home and School Associations, Calgary Chamber of Commerce and representatives from the business community and from volunteer organizations.	F1 P1	None

Table 1. Program Initiation
(cont'd)

PLANNED PROCESS			HISTORY OF EVENTS			DISCREPANCY ANALYSIS
Date	Plan	Source	Date	Event	Source	
June 1984	To meet with potential Advisory Committee members, widening it to include people external to the Board (cont'd)	D1	June 1984	Associate Superintendent, Instructional Services added to committee to ensure meshing with complementary programs such as Work Experience and Junior Achievement.	D2	None
			December 1984	Steering Committee works with Chamber of Commerce representative when contacting and visiting potential business candidates.	P3 F1	
June 1984	To design a procedure for approaching businesses.	D1	December 1984	Procedure for approaching businesses defined as follows: 1. Letter to potential business candidate 2. Appointment for personal visit by Steering Committee members to explain the program 3. Oral presentation to CEO 4. Information kit left with CEO 5. Letter from the Chairman of the Board of CBE sent to CEO thanking him for interest and encouraging participation 6. Follow-up telephone calls as appropriate.	P3 F1	None - six months' incubation

Table 1. Program Initiation
(cont'd)

PLANNED PROCESS			HISTORY OF EVENTS			DISCREPANCY ANALYSIS
Date	Plan	Source	Date	Event	Source	
July 1984	To distribute a proposal describing the proposed Partnership Program.	P1	August 1984	A proposal for the Partnership Program is prepared for the Board of Trustees.	D3	No discrepancy in plan to prepare a proposal
			October 1984	Oral presentation made at a regular Board meeting.	D5	Average delay to get on Board agenda
				Submission of list of questions by a Trustee.		
				List of questions referred to the Agenda Committee.	D5	
				Chief Superintendent submits report addressing list of questions.	D6	
			November 1984	Original motion to proceed with the next phase of the Partnerships Program is amended to indicate that:	D5	Routine return of agenda item
				a) Priority will be given to each school's needs and priorities and the availability of resources within a particular community		
				b) Trade Unions will be offered an opportunity to participate in the next phase of the program		
				c) Administration will report on schools, partners and general progress every 3 months		
				d) The Partnership Program should complement existing programs such as Parent Volunteers		
				The amended motion is carried.		

Table 1. Program Initiation
(cont'd)

PLANNED PROCESS			HISTORY OF EVENTS			DISCREPANCY ANALYSIS
Date	Plan	Source	Date	Event	Source	
July 1984	To distribute a proposal describing the proposed Partnership Program (cont'd)	F1	January 1985	A progress report is submitted to the Board. A motion is carried that: a) The Partnership Program will be implemented in March, 1985 b) A Partnership seminar will be held c) A budget item of $35,000 for the seminar and administration of the program will be included in the 1985 Operating Budget Debate.	D5	Five months' delay in receiving funding from initial proposal preparation date. Unclear whether the lengthy Board process was anticipated.
August 1984	Form an ongoing Advisory Committee and dissolve the Steering Committee.	D3	June 1985	The Advisory Committee to the Partnership Program is established. Membership includes former Steering Committee members, representatives from Alberta Education and the Calgary Chamber of Commerce, and the program coordinator.	F1	None - ten months' incubation
August 1984	Identify and place a management structure for the program.	D3	(after January 1985)	Board approves $35,000 to the Communications Section budget.	P4	Management structure never clearly documented. Only by inference that because money went to the Communications Section, authority rests here.
			June 1985	Advisory Committee established	F1	

Table 1. Program Initiation
(cont'd)

PLANNED PROCESS			HISTORY OF EVENTS			DISCREPANCY ANALYSIS
Date	Plan	Source	Date	Event	Source	
August 1984	Identify and place a management structure for the program (cont'd)	D3	July 1985	Part-time coordinator of the Partnership program hired.	P3	Located in the Communications Section. Some ambiguity in role of coordinator as differentiated from the role of director.
			March 1986	Agreement between Alberta Education and CBE for up to $57,000 for Partnerships communication and evaluation.	D8	Director of Communications cited in contract; therefore, again by implication, authority rests here.
November 1984	Trade unions to be offered an opportunity to participate in the next phase of the program.	D5		No recorded interaction apart from prior contact with the ATA (Spring - Fall, 1984).		Plan not realized.
November 1984	The Partnership Program should complement existing programs such as Parent Volunteers.	D5	July 1985	Coordinator hired ½ time to Partnership Program, ½ time to Parent Volunteer Program.	P3	A solution which meets administrative needs but not necessarily program needs.
December 1984	The Partnership Program to be implemented in February 1985.	F1				
January 1985	The Partnership Program to be implemented in March 1985.	D5	March 1985	First Partnership seminar held in March, 1985.	F1	One month's delay. Inference that seminar is first formal program activity.

Table 2. Program Administration

PLANNED PROCESS			HISTORY OF EVENTS			DISCREPANCY ANALYSIS
Date	Plan	Source	Date	Event	Source	
June 1984	To define the rate of desired partnership formation.	D1	February 1985	The aim is to have 10 to 15 partnerships initially.	F1	No time limit on development of 10-15 partnerships. Goal for first year unclear.
			1985-86	Five partnerships formalized in first year of the program.	F1,2,3,4,5,6	
August 1984	To complete profiles and needs assessments.	D3	March-April 1985	Profiles from schools and businesses begin to be submitted.	F1	None
January 1985	Board motion that the Partnership Program be implemented in March 1985.	D5				
August 1984	To match schools with appropriate businesses.	D3	September 1985	First Partnership ceremony is held.	F6 D10	Six months from Board approval to first Partnership.
January 1985	Board motion that the Partnership Program be implemented in March 1985.	D5	October 1985	Second Partnership ceremony	F5 D10	
			November 1985	Third Partnership ceremony	F3	
				Fourth Partnership ceremony	F4	
			January 1986	Fifth Partnership ceremony	F2	

Table 2. Program Administration
(cont'd)

PLANNED PROCESS			HISTORY OF EVENTS			DISCREPANCY ANALYSIS
Date	Plan	Source	Date	Event	Source	
November 1984	To give priority to each school's needs and priorities resources within a particular community.	D5				
January 1985	Board motion that the Partnership Program be implemented in March, 1985.	D5				
			Spring-Summer 1985	Priorities of the school the number one deciding factor in and the availability of a partnership match.	P6	School's needs a priority in matching; no indication of community resources as a factor.
November 1984	Administration to report on schools, partners and general progress every three months.	D5	January 1985	Progress report submitted to the Board.	D5	None
			April 1985	Progress report submitted to the Board.	D5	
December 1984	First partnership to be formalized by February 1985.	F1				
February 1985	First partnership to be formalized by April 1985.	F1				
April 1985	First partnership to be formalized by May 1985.	D5	September 1985	First partnership ceremony held.	D10 F6	Seven months' delay.

Table 3a. Program Communication - Internal

PLANNED PROCESS			HISTORY OF EVENTS			DISCREPANCY ANALYSIS
Date	Plan	Source	Date	Event	Source	
June 1984	To inform CBE staff centrally and in schools about the program.	D1	June 1984	An Area Office Associate Superintendent is added to the Steering Committee for liaison purposes.	P1,2,3	None
			September 1984	All principals invited to an introductory Partnerships meeting.	F1	
			December 1984	Twenty-five schools have expressed an interest and been given information about Partnerships.	F1	
			February 1985	Thirty-one schools invited to first Partnerships seminar.	D5	
July 1984	A meeting with Area Office Superintendents to be organized for August, 1984.	F1	Meeting held (date?)			None
August 1984	To identify potential school partners.	D3	May 1985	The list of schools eligible for partnering totals 17.	F1	None - nine months' incubation

Table 3b. Program Communication - External

PLANNED PROCESS			HISTORY OF EVENTS			DISCREPANCY ANALYSIS
Date	Plan	Source	Date	Event	Source	
June 1984	To inform businesses and agencies about the program.	D1	December 1984	Contacts with community businesses and organizations begin.	P3 P1	None - six months' incubation
			January-February 1985	Chamber of Commerce public relations materials support the Partnership Program.	D10	
June 1984	To develop public relations kit and a brochure about the program.	D1	August 1984	Information kits prepared (folder format).	P1	None
			October 1984	Letters of support from Premier and Minister of Education added.	D5	
			December 1984	Letter of support from Calgary Chamber of Commerce added.	P3 P1	
July 1984	A meeting with the Minister of Education to occur in August 1984.	P1	October 1984	A letter of support is received from the Minister of Education.	D5	None
August 1984	To prepare information materials.	D3	August 1984	Information kits prepared.	P1	None
			February 1985	Handbook prepared.	P5	
			July - August 1985	Handbook revised.	P5	

Table 3b. Program Communication
External (cont'd)

PLANNED PROCESS			HISTORY OF EVENTS			DISCREPANCY ANALYSIS
Date	Plan	Source	Date	Event	Source	
August 1984	To visit potential business partners.	D3	December 1984	Contacts with community businesses and organizations begin.	P3 P1	None - four months' incubation
			January 1985	Twelve businesses have expressed an interest and been given information about Partnerships.	D5	
			February	About eighteen businesses invited to attend first Partnership seminar.	P1	

Table 4. Personnel

PLANNED PROCESS			HISTORY OF EVENTS			DISCREPANCY ANALYSIS
Date	Plan	Source	Date	Event	Source	
June 1984	To assess staff requirement for program administration.	D1	August 1984	Budget request in proposal to the Board included $22,000 for a half-time coordinator.	D3	None - appropriate time to prepare proposal.
			January 1985	1985 Operating Budget of $35,000 includes a .5 program administrator to be shared with the Parent Volunteer Program (i.e. a .25 program administrator for Partnerships).	D5	Five months' delay in funding. Staffing request reduced by half.
April 1985	To hire a half-time person to coordinate the program by May, 1985 to work with both the Partnerships and the Parent Volunteer Programs.	D5	July 1985	Coordinator hired.	P3	None - appropriate time to complete hiring.

Table 5. Orientation

PLANNED PROCESS			HISTORY OF EVENTS			DISCREPANCY ANALYSIS
Date	Plan	Source	Date	Event	Source	
July 1984	An orientation seminar to occur in November, 1984.	F1				
August 1984	To plan and hold an orientation seminar.	D3				
December 1984	To have exploratory seminars with schools and businesses in January/February, 1985.	F1	March 1985	First Partnerships Seminar held.	F1	Four months' delay.

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Table 6. Finance

PLANNED PROCESS			HISTORY OF EVENTS			DISCREPANCY ANALYSIS
Date	Plan	Source	Date	Event	Source	
August 1984	Partnership Program proposal to the Board includes a budget request for $50,000 as follows: a) ½ time coordinator 22,000 b) Supplies/Support Services 8,000 c) Orientation Seminar 5,000 d) Information package (other school districts) 5,000 e) Travel and professional time (to share information with other school districts) 10,000 50,000 Items a,b, and c to be cost-shared with Alberta Education; items d and e to be covered by Alberta Education totally.	D3	January 1985	A budget item of $35,000 for the seminar and administration of the program to be included in the 1985 Operating Budget.	D5	Revision of Board support from cost-sharing of items a, b, and c to full support. At least five months' delay in funding.
			? 1985	Board approves $35,000 to Communications Section budget.	P4	
December 1984	Initial contact with Minister of Education to cost-share Partnerships Program for $15,000 for outreach to other school districts and for the coordinator's salary.	P1				
January 1985	Official request for assistance to the Associate Director of Planning, Alberta Education.	D7	January 1985	Proposal refused by Alberta Education.	P1	

Table 6. Finance (cont'd)

PLANNED PROCESS			HISTORY OF EVENTS			DISCREPANCY ANALYSIS
Date	Plan	Source	Date	Event	Source	
January 1985	Renewed appeal informally.	P1	January 1985	Alberta Education, Planning Department decides informally to fund program to $30,000.	P1	
			Jan. 1985-March 1986	Continued discussions with Alberta Education about funding.	P4	
			March 1986	Agreement between Alberta Education and the CBE (Communications Section) to fund a communications plan (newsletter, feature articles, handbook, annual seminar and promotional video of 8-10 minutes) and an evaluation plan (design, implementation, procedures, and outcomes) for up to $57,000.	D8	Fourteen months' delay in funding. Revision and expansion of terms of reference. Increase in financial support of up to $42,000

APPENDIX 5

INTERVIEW RESPONSE SUMMARY

Table 1. Frequency and Character of Contact

Partnership	Students' Perception of Their Own Involvement		Parents' Perception of Students' Involvement		Range of Frequency/Type of Involvement in Partnership Activities
	Not Involved	Involved	Not Involved	Involved	
1	(n = 19) 42%	(n = 19) 58%	(n = 17) 65%	(n = 17) 35%	Bingo once or twice - Making boltmen 8-10 times
2					
3	(n = 15) 60%	(n = 15) 40%	(n = 13) 62%	(n = 13) 38%	Making decorations once - Taking Project Business option 15 times
4	(n = 20) 15%	(n = 20) 85%	(n = 18) 11%	(n = 18) 89%	Artwork/decorating once - Colouring Contest, two to three times
5					
OVERALL		(n = 54) 63%		(n = 48) 56%	

Table 2(a). Program Awareness—Goals

Partnership	Student Awareness of Partnership Program			Parent Awareness of Partnership Program			Student Perception of Program Purpose	Parent Perception of Program Purpose	Parent Awareness of Program Goals
	Aware	Aware With Prompting	Not Aware	Aware	Aware With Prompting	Not Aware			
1	(n=19) 26%	(n=19) 37%	(n=19) 37%	(n=17) 53%	(n=17) 12%	(n=17) 35%	(n=19) For PR (26%)	(n=17) Mutual help and learning (24%)	(n=17) 59%
2									
3	(n=13) 100%			(n=13) 62%	(n=13) 15%	(n=13) 23%	(n=15) Partner helps school (40%) Mutual helping relationship (40%)	(n=13) Mutual helping relationship (38%)	(n=13) 62%
4	(n=20) 80%	(n=20) 10%	(n=20) 10%	(n=18) 89%	(n=18) 11%		(n=20) Mutual benefit (15%)	(n=18) Mutual benefit (67%)	(n=18) 89%
5									
OVERALL	(n=54) 67%	(n=54) 16%	(n=54) 16%	(n=48) 69%	(n=48) 13%	(n=48) 19%			(n=48) 71%

Table 2(b). Program Awareness—Partner

Partnership	Student Awareness of Partner			Parent Awareness of Partner	Number/Type of Staff Members Met by Volunteers	Number of Students Met by Volunteers	Number of Volunteers Met by Teachers
	Can Name Partner	Met Someone	Know A Name	Can Name Partner			
1	(n=19) 58%	(n=19) 42%	(n=19) 11%	(n=17) 53%	(n=4) A few administrators 4-5 teachers	(n=4) 12	(n=7) 1-12
2					(n=2) 2 administrators	(n=2) Large group 2 individuals	(n=2) 5-7
3	(n=15) 100%	(n=15) 87%	(n=15) 27%	(n=13) 77%	(n=1) 2 administrators Committee members	(n=1) 50-100 in large groups	(n=5) 2-4
4	(n=20) 95%	(n=20) 40%	(n=20) 10%	(n=18) 100%	(n=2) Administrator 2-4 teachers	(n=2) Prize winners	(n=4) 1-3
5					(n=4) 2-5 staff members	(n=4) 5 students	(n=6) Several
OVERALL	(n=54) 83%	(n=54) 54%	(n=54) 15%	(n=48) 77%			

Table 2(c). Program Awareness—Plans

Partnership	Awareness of Partnership Plans			
	Students	Parents	Volunteers	Teachers
1	(n=19) 5%	(n=17) 12%	(n=4) 100%	(n=7) 86%
2			(n=2) 0	(n=2) 0
3	(n=15) 33%	(n=13) 23%	(n=1) 100%	(n=5) 60%
4	(n=20) 5%	(n=18) 28%	(n=2) 0	(n=4) 75%
5			(n=4) 100%	(n=6) 83%
OVERALL	(n=54) 13%	(n=48) 21%	(n=13) 69%	(n=24) 71%

Table 2(d). Program Awareness—Contribution

Partnership	Students		Parents	
	Awareness of School's Contribution	Awareness of Partner's Contribution	Awareness of School's Contribution	Awareness of Partner's Contribution
1	(n = 19) 32%	(n = 19) 53%	(n = 17) 29%	(n = 17) 35%
2				
3	(n = 15) 93%	(n = 15) 93%	(n = 13) 54%	(n = 13) 69%
4	(n = 20) 65%	(n = 20) 65%	(n = 18) 83%	(n = 18) 100%
5				
OVERALL	(n = 54) 61%	(n = 54) 69%	(n = 48) 56%	(n = 48) 69%

Table 3. Equality—Effort/Benefit

Partnership	Volunteers' Perceptions of Equality of Efforts/Benefits						Teachers' Perceptions of Equality of Efforts/Benefits					
	Equal Effort	More Effort—Business	More Effort—School	Equal Benefit	More Benefit—Business	More Benefit—School	Equal Effort	More Effort—Business	More Effort—School	Equal Benefit	Intangible Benefit—Business	More Benefit—School
1	(n = 4) 50%			(n = 4) 75%			(n = 7) 29%	(n = 7) 29%	(Differential effort 29%)	(n = 7) 14%	(n = 7) 14%	43% (Differential benefit 29%)
2	(n = 2) 50%		(n = 2) 50%			(n = 2) 100%			(n = 2) 100%	(n = 2) 50%		
3	(n = 1) 100%						(n = 5) 60%	(n = 5) 20%		(n = 5) 40%		(n = 5) 60%
4			(n = 2) 50%	(n = 2) 50%			(n = 4) 75%		(n = 4) 25%	(n = 4) 50%	(n = 4) 25%	(n = 4) 25%
5	(n = 4) 50%		(n = 4) 25%	(n = 4) 50%		(n = 4) 25%	(n = 6) 50% but too few involved				(n = 6) 33%	(n = 6) 33%
OVERALL	(n = 13) 46%		(n = 13) 23%	(n = 13) 46%		(n = 13) 23%	(n = 24) 46%	(n = 24) 17%	(n = 24) 13%	(n = 24) 25%	(n = 24) 20%	(n = 24) 38%

Table 4. Appropriateness of Match

Partnership		Match Appropriate	Comments	Match Inappropriate	Comments
1	Parents (n = 17)	47%	Partner diverse and flexible, can help in many ways.		
	Volunteers (n = 4)		Volunteers have diverse background.	50%	'White collar' partner with 'blue collar' school; distance. Volunteer membership may be a little irresponsible.
	Teachers (n = 7)	100%	Diversity, meets service needs, large resource group, enthusiastic, good communication.	14%	Lack of female representation in business.
2	Volunteers (n = 2)				
	Teachers (n = 2)	100%	Interest, proximity, role models, variety of employees.	100%	Unstable partner in financial trouble.
3	Parents (n = 13)	62%	Easy to relate to, family-oriented, proximity, enthusiasm.		
	Volunteers (n = 1)				
	Teachers (n = 5)	100%	Family-oriented, role models, neighbourhood business, appropriate size.	40%	Too close. Inconsistent involvement by school.
4	Parents (n = 18)	78%	Easy to relate to, proximity, family-oriented, high profile, equal commitment, provides audience.		
	Volunteers (n = 2)	100%	Easy to relate to, size appropriate, proximity, hotel loves kids' presence.		
	Teachers (n = 4)	100%	Proximity, accessible, creative, multidimensional.		
5	Volunteers (n = 4)	100%	Size, proximity, variety of business staff interests.	50%	Students too young, skill level of business staff too high.
	Teachers (n = 6)	67%	Wide range of expertise, opportunity to introduce technology.	33%	Questionable match, business people don't make long-term commitments.
OVERALL	Parents (n = 48)	62.5%		12%	
	Volunteers (n = 13)	77%		31%	
	Teachers (n = 24)	83%		25%	

Table 5. Commitment and Recognition

	Motivation for Involvement		Recognition Received	
	Volunteers	Teachers	Volunteers	Teachers
1	(n = 4) To participate with students To give to the community	(n = 7) Worth it for students Principal's request To get involved	(n = 4) Verbal thank you Letter from school Personal satisfaction	(n = 7) Verbal thank you from partner Little/none
2	(n = 2) Sharing interests Working with students Feels good	(n = 2) Job mandate	(n = 2) CBE Certificate of Service School pin	(n = 2) Thank-you letter from principal Personal satisfaction Little/none
3	(n = 1) To be involved	(n = 5) Good for school/students Skeptical	(n = 1) No response	(n = 5) Verbal thanks from partner Name on plaque Free lunch Public recognition Reduced price on golf shirts
4	(n = 2) Working with students Was interesting	(n = 4) Support concept Principal's request PR	(n = 2) Verbal thank you Public recognition	(n = 4) Verbal thanks from parents, partner, principal Letter from school
5	(n = 4) Policy of company Mutual benefit Enjoy students Support concept	(n = 6) Support concept Curious Could contribute Staff decision	(n = 4) Thank-you note Certificate of Service Verbal thank you	(n = 6) Positive feedback Thank-you letter No response
OVERALL	Enjoyment of kids Self-satisfaction Curiosity Desire to share	Request of principal (25%) Interest/curiosity/scepticism Benefits for school Desire to work together	Verbal thanks (38%) Written thanks (38%) Certificate of Service (31%) School pin (15%) Public recognition (15%) No response (8%)	Verbal thanks from partner (33%) Verbal thanks from school (21%) Verbal thanks from parents (13%) Verbal thanks from students (4%) Public recognition (8%) No recognition (12.5%) No response (25%)

Table 6. Goal Achievement

Partnership and Goals	Volunteers	Teachers	Parent Comments	Overall	Significant Difference Between Groups**
Partnership 1	(n = 3)	(n = 7)	(n = 17)		
1. To build students' self-esteem, self-respect and self-worth through active participation in service areas directly related to the adult world.	1.3*	1.7	Purpose being achieved (35%): · Improved school image	1.5	
2. To enhance the school's career orientation program through active participation in the program.	2.3	2.3	· Supports work experience	2.3	
3. To provide direct learning experiences for the students through joint ventures in work study programs, field trips and the clubs philosophy of life.	1.7	2.1	· Help to school	1.9	
4. To increase awareness of the uniqueness of each of the partners involved.	2.3	2.3		2.3	
Partnership 2	(n = 2)	(n = 2)			
1. To increase understanding of business and its people.	4.5	5.0		4.8	
2. To heighten community awareness.	1.5	4.5		3.0	*
3. To create opportunities for staff to work with students (tutoring, classroom presentations, etc.).	1.0	4.0		2.5	*
4. To increase communication and morale through teamwork and contact with the school.	3.0	4.0		3.5	*
5. To build towards a more specific Year Two.	5.0	5.0		5.0	

*Scale: 1 = A great deal
2 = Quite a bit
3 = Somewhat
4 = Little
5 = Not at all

**Significant difference of .7 or more between groups' mean responses

Table 6 (cont'd) Goal Achievement

Partnership and Goals	Volunteers	Teachers	Parent Comments	Overall	Significant Difference Between Groups
Partnership 3 No stated goals.	(n = 1)	(n = 5) Very well (3) School benefits Business gets PR Don't know	(n = 13) Purpose being achieved (46%): · Community experience · Exposure for business · Mutual help Unsure re achievement (8%)		
Partnership 4 No stated goals.	(n = 2)	(n = 4) Very well (2) Gradual, improving No response	(n = 18) Purpose being achieved (67%): · Enriched community life · Mutual awareness · Exposure to business world · PR for business · Business involved in school · School receives help Uncertain of achievement (17%)		
Partnership 5	(n = 4)	(n = 6)			
1. To work with members of staff during and after school hours in a variety of activities and programs.	2.7	2.3		2.5	
2. To use staff within the classroom as resources.	3.0	3.5		3.3	
3. To participate in computer activities.	2.7	2.6		2.7	
4. To work towards developing a mutual acceptance and respect for each other's goals and roles in our community.	2.3	1.8		2.0	
5. To share community understanding and common interests.	2.7	2.3		2.5	
OVERALL			Goals being met (50%) Uncertain if goals being met (21%) Unaware of program or goals (30%)		

SCALE: 1 = A great deal; 2 = Quite a bit; 3 = Somewhat; 4 = Little; 5 = Not at all

Table 7(a). Results and Impacts—Human Changes

	Students	Parents	Volunteers	Teachers
Partnership 1				
Amount Learned From Partnership Activities:	(n = 10)	(n = 5)	(n = 3)	(n = 6)
By Students	2.0	3.0		
By Self			2.0	2.5
What Was Learned	A new skill Interpersonal growth	Difficulty of some tasks Interpersonal growth	About students Interpersonal skills About school organization	Management skills About volunteer commitment levels Confidence in students' ability to deal with the public
Benefits to Students				Personal growth (4) Material gains in the school (4) Increased adult contact (3) New endeavors (2)
Drawbacks to Students				None (6)
Benefits to Self			Satisfaction (2) Greater involvement (2) Observed changes in students (1)	
Drawbacks to Self			None (3)	Increased stress Extra time commitment None (4)
Changes in Students		Knowledge re: working world (4) Greater self-confidence (3) Greater community involvement (2)		Greater understanding/appreciation (4) Growth in self-esteem (2) None (3)
Changes in Staff				Greater appreciation of service clubs (2) None (4)

Table 7(a) (cont'd) Results and Impacts—Human Changes

	Students	Parents	Volunteers	Teachers
Partnership 2				
Amount Learned From Partnership Activities:			(n = 2)	(n = 2)
By Self			2.5	3.5
What Was Learned			How to tutor students	That businesses are misinformed about schools until they get involved
Benefits to Students				Extra support in the classroom
Drawbacks to Students				None (2)
Benefits to Self			Involvement with students (2)	Contact with business Don't know
Drawbacks to Self			Had to make up work missed on the weekend Miss it now	Unclear role Conflict with community school role None
Changes in Students				Affected very few (2) Reading improved
Changes in Staff				None (2)
Partnership 3				
Amount Learned From Partnership Activities:	(n = 15)	(n = 3)	(n = 1)	(n = 4)
By Students	3.3	2.0		
By Self			1.0	2.5
What Was Learned	Cooperation with a business (4)	Cooperation with others (2) Interacting with other adults (1)		That schools and businesses can cooperate (2) About business/restaurants (2) Seeing students in a different light

Table 7(a) (cont'd) Results and Impacts—Human Changes

	Students	Parents	Volunteers	Teachers
Partnership 3 (cont'd)				
Benefits to Students				Tangible: Money for activities (3) Work experience Transportation Intangible: Increased community awareness (2) Better cooperation with others (2) Responsibility Contact with business
Drawbacks to Students				None (5)
Benefits to Self			Enjoyment Greater understanding of schools	Personal satisfaction (2) Better understanding of students Promotion of art program
Drawbacks to Self			None	Time commitment (3) None (2)
Changes in Students		(n = 5) Increased interest in business Increased willingness to help without pay Increased self-esteem Increased respect of adults		Increased cohesiveness of Students' Council Increased enjoyment Increased respect for the program
Changes in Staff				Increased understanding of business More positive view of a restaurant Don't know (1)

Table 7(a) (cont'd) Results and Impacts—Human Changes

	Students	Parents	Volunteers	Teachers
Partnership 4				
Amount Learned From Partnership Activities:	(n = 17)	(n = 14)	(n = 2)	(n = 4)
By Students	2.1	1.3		
By Self			3.5	1.8
What Was Learned	About performing in front of an audience (4)	Performing in public (6) They are appreciated beyond the school (3) Improved cooperation Improved skills Increased knowledge about restaurants	Students have fun Patience	Better PR To ask for help Widening horizons Community appreciation of children That children are motivated by recognition
Benefits to Students				Increased pride in the community (2) Increased pride in self (2) Increased pride in school Enriched curriculum Prizes for work Excitement about performing
Drawbacks to Students				None (4)
Benefits to Self			Increased understanding of kids (2)	Community resources (3) Feeling of involvement Motivated students
Drawbacks to Self				Time commitment (1) None (3)
Changes in Students		Increased understanding of business (4) Increased pride in student activities (2) Increased familiarity with community (2) Increased motivation		Increased awareness/experience Broader idea of what an audience is Increased excitement about art work

Table 7(a) (cont'd) Results and Impacts—Human Changes

	Students	Parents	Volunteers	Teachers
Partnership 4 Changes in Staff				Greater patronage of the business (4) More awareness of business
Partnership 5 Amount Learned From Partnership Activities:			(n = 4)	(n = 6)
By Self			3.0	2.3
What Was Learned			Familiarity with children	Appreciation of products (3) About computers (2) About business environment (2) About partner's limitations
Benefits to Students				Exposure to other adults (5) Business role models (2) Exposure to business world Experience cooperation
Drawbacks to Students				None (5)
Benefits to Self			Enjoyment of children (3) Satisfaction (2) Variety Opportunity to share information Ability to speak to groups	Exposure to computer experts (4) Different perspective on business (2) Volunteers Computer training
Drawbacks to Self			Time away from work (4)	Time commitment Difficulty slotting in volunteers None (4)
Changes to Students				More knowledgeable about business (1) None (5)

Table 7(a) (cont'd) Results and Impacts—Human Changes

	Students	Parents	Volunteers	Teachers
Partnership 5 Changes to Staff				Secretaries work on computers (2) None (3)
OVERALL		42% cited positive changes in students	46% stated no drawbacks 46% stated only drawback was time away from work	50% cited beneficial changes in students 25% said there were no changes in students 25% did not reply No drawbacks for students reported 37.5% reported drawbacks for teachers including extra time commitment (25%)

Table 7(b). Results and Impacts—Other Changes

Partnership	Group	Changes in School Resulting from Partnership	Changes in Business Resulting from Partnership	Impact on Business Organization	Impact on School Curriculum	Activities Enhancing Partnership
1	Students	(n = 19) 53% aware of partner's contribution: • BBQ (8) • Uniforms (3) • Universal gym • Money				
	Parents	(n = 17) 35% aware of partner's contribution: • Money (3) • Car			Improved woodworking class More advanced automotive class	
	Volunteers	(n = 4) Positive: Monetary donations Negative: Dependency on outside help	(n = 4) Positive: Commitment to regularly scheduled shop classes Expansion to new segment of youth	(n = 4) Increased sense of purpose (2) Increased willingness to work with disadvantaged kids Provides "hands on" experience		(n = 4) Bingo (3) Camp Lunches Joint work projects
	Teachers	(n = 7) Positive: Additional manpower Additional resources: • Universal gym (7) • BBQ (5) • Uniforms (2) • Car Negative: Requires teacher time and work (3) Effort not always rewarded	(n = 7) Positive: Provide practical focus for volunteer work Manpower for Bingo Liaison with a school Negative: Driving kids home after Bingo detracts from own socialization		(n = 7) No change (3) Changes (2): • Increased use of guest speakers • Greater variety of projects • Higher level automotive work	(n = 7) Additional resources (2) Meals sponsored by school (2) Joint work projects Money-making projects Remembrance Day speaker

Table 7(b) (cont'd) Results and Impacts—Other Changes

Partnership	Group	Changes in School Resulting from Partnership	Changes in Business Resulting from Partnership	Impact on Business Organization	Impact on School Curriculum	Activities Enhancing Partnership
2	Volunteers	(n = 2) Positive: Contact with an outside resource Additional help	(n = 2) Negative: Time consuming for volunteers	(n = 2) Positive: Improved morale Negative: Staff felt torn between school and business in bad economic times		(n = 2) Hallowe'en visit by students in costume
	Teachers	(n = 2) No change in resources or facilities (2) Negative: Additional work to train volunteers (2)	(n = 2) Negative: Staff apprehensive about being away from the office during business hours		(n = 2) No change (2)	
3	Students	(n = 15) 93% aware of partner's contribution: · Prizes and awards (6)			(n = 15) New business option class (2)	
	Parents	(n = 13) 69% aware of partner's contribution: · Music scholarship (1)			(n = 13) New business option class (3) Career Day seminar	
	Volunteer		(n = 1) Additional manpower			(n = 1) Working together planting flowers
	Teachers	(n = 5) Additional resources (1): · Filmstrip projection · Equipment for aquarium club Positive: · Increased secretarial/ library help (2) · Increased teacher cooperation · Increased help with car pools · Committee meetings	(n = 5) Positive: Additional manpower (3) More student customers (2) Negative: Extra time commitment (2)		(n = 5) Expanded business option "Project Business" (4)	(n = 5) Working with CEO (2) Spaghetti eating contest Student Activities Fund plaque Project Business Art displays

Table 7(b) (cont'd) Results and Impacts—Other Changes

Partnership	Group	Changes in School Resulting from Partnership	Changes in Business Resulting from Partnership	Impact on Business Organization	Impact on School Curriculum	Activities Enhancing Partnership
4	Students	(n = 20) 70% aware of partner's contribution: • Raffle prizes (8)			Spelling and colouring contests (7)	
	Parents	(n = 18) 100% aware of partner's contribution: • Raffle prizes (13) • Bulletin boards for school in hotel			Spelling and colouring contests (7) Promotion of art work (7) Promotion of music and choir (2)	
	Volunteers	(n = 2) Positive: • Notices and school work on display in hotel	(n = 2) Positive: • Business more integrated into the community	(n = 2) Positive: • Personal recognition for volunteers • Positive morale in hotel • Good PR		(n = 2) Calendars Art displays Choir performance at hotel
	Teachers	(n = 4) Additional resources (1): • Raffle prizes Positive: • Provides additional resources when planning Negative: • Increased responsibility • Increased time commitment	(n = 4) Positive: • Increased business (4) • Student entertainment (2) • Higher community profile		(n = 4) No change (1) Changes (3): • Grade 2 "Community Unit" (2) • Grade 6 student interviews and report writing • Extra activities focus around the hotel	(n = 4) Choir performance at hotel (2) Calendars Art/poetry displays

Table 7(b) (cont'd) Results and Impacts—Other Changes

Partnership	Group	Changes in School Resulting from Partnership	Changes in Business Resulting from Partnership	Impact on Business Organization	Impact on School Curriculum	Activities Enhancing Partnership
5	Volunteers	(n = 4) Positive: · Increased manpower	(n = 4) Positive: · More involvement in the community (3) Negative: · Time away from work (2)	(n = 4) Positive: · Better cohesion and teamwork · Demonstrates quality of staff		(n = 4) Lunches and breakfasts Wine and cheeses
	Teachers	(n = 6) Additional resources: · Computer, printer and software for office (5) Positive: · Resource with computer expertise (3) Negative: · Time consuming (2)	(n = 6) Negative: · Time away from work (2)		(n = 6) No change (4) Changes (2): · Guest speakers (2)	(n = 6) Computer training (2) Options programs (2) Lunches Partnership ceremony

Table 8(a). Affective Response—Value

Partnership/ Affective Area	Students	Parents re: Students	Volunteers	Teachers	Significant Difference Between/Among Groups**
Partnership 1	(n = 10)	(n = 5)	(n = 3)	(n = 6)	
Degree of interest in Partnership activities	1.6*	1.6	1.7	2.0	
Degree of worth attached to Partnership activities	1.2	2.0	1.7	1.7	*
Degree of personal value of Partnership activities	1.8	3.4	2.0	3.3	*
Degree of enjoyment experienced at Partnership activities	(n = 11) 1.5	1.0	1.7	2.2	*
Partnership 2			(n = 2)	(n = 2)	
Degree of interest in Partnership activities			1.0	3.0	*
Degree of worth attached to Partnership activities			1.0	3.0	*
Degree of personal value of Partnership activities			1.0	3.5	*
Degree of enjoyment experienced at Partnership activities			1.0	1.5	

*Scale: 1 = A great deal
2 = Quite a bit
3 = Somewhat
4 = Little
5 = Not at all

**Significant difference of .7 or more between/among groups' mean responses

Table 8(a) (cont'd) Affective Response—Value

Partnership/ Affective Area	Students	Parents re: Students	Volunteers	Teachers	Significant Difference Between/Among Groups**
Partnership 3	(n = 15)	(n = 3)	(n = 1)	(n = 5)	
Degree of interest in Partnership activities	2.3	1.0	1.0	1.4	*
Degree of worth attached to Partnership activities	2.1	1.0	2.0	2.7	*
Degree of personal value of Partnership activities	2.0	1.0	1.0	1.8	*
Degree of enjoyment experienced at Partnership activities	1.2	(n = 10) 1.3	1.0	1.4	
Partnership 4	(n = 17)	(n = 14)	(n = 2)	(n = 6)	
Degree of interest in Partnership activities	1.6	1.5	1.5	1.3	
Degree of worth attached to Partnership activities	1.3	1.9	1.0	1.5	*
Degree of personal value of Partnership activities	1.3	1.4	2.0	1.5	*
Degree of enjoyment experienced at Partnership activities	1.4	1.4	2.0	(n = 4) 2.0	

*Scale: 1 = A great deal
2 = Quite a bit
3 = Somewhat
4 = Little
5 = Not at all

**Significant difference of .7 or more between/among groups' mean responses

Table 8(a) (cont'd) Affective Response—Value

Partnership/ Affective Area	Students	Parents re: Students	Volunteers	Teachers	Significant Difference Between/Among Groups**
Partnership 5			(n = 4)	(n = 6)	
Degree of interest in Partnership activities			2.3	1.3	*
Degree of worth attached to Partnership activities			2.8	1.5	*
Degree of personal value of Partnership activities			2.0	1.5	
Degree of enjoyment experienced at Partnership activities			2.0	1.8	
OVERALL	(n = 54)	(n = 48)	(n = 12)	(n = 25)	
Degree of interest in Partnership activities	(n = 43) 1.88	(n = 22) 1.45	1.7	1.8	
Degree of worth attached to Partnership activities	(n = 43) 1.56	(n = 17) 1.76	1.9	1.9	
Degree of personal value of Partnership activities	(n = 38) 1.74	(n = 14) 2.57	1.7	1.9	
Degree of enjoyment experienced at Partnership activities	1.4	1.3	1.7	1.8	

*Scale: 1 = A great deal
2 = Quite a bit
3 = Somewhat
4 = Little
5 = Not at all

**Significant difference of .7 or more between/among groups' mean responses

Table 8(b). Affective Response—Satisfaction

	What Did You Like Best About Your Partnership? (Students)	What Didn't You Like About Your Partnership? (Students)	Are You Glad You Volunteered? Why? (Volunteers)		Are You Glad You Volunteered? Why? (Teachers)	
			Positive	Negative	Positive	Negative
1	(n = 19) Learning about people (2) Chance to get out of the city (2)	(n = 19) Not getting paid	(n = 4) Yes (3) Fun Challenge Personal satisfaction		(n = 7) Yes (6) Partially (1) Enjoyed interaction with business (2) Beneficial for students Adult help in the classroom	(n = 7) Some trouble with differences of opinion on the project No benefit to respondent's teaching area
2			(n = 4) Yes (2) Enjoyable Saw results for efforts		(n = 2) Yes (1) Promoted programs in the school Demonstrated the potential for school and business	(n = 2) No (1) Had enough responsibility already Unhappy with the return for a lot of effort
3	(n = 15) Free pizzas (5) Helping partner (4) Recognition (2) Business option class	(n = 15) Nothing (10)	(n = 1) Yes (1)		(n = 5) Yes (4) Partially (1) Promoted programs in the school (2) Enjoyable	(n = 5) Staff burnout
4	(n = 20) Fun (5) Helping at the hotel (2) Performing at the hotel (2)	(n = 20) Nothing (12)	(n = 2) Yes (2)		(n = 4) Yes (4)	
5			(n = 4) Yes (3) Enjoyed kids but hard to get away from work		(n = 6) Yes (6)	
OVERALL			85% positive		88% positive	12% mixed

Table 9. Recommendations

Partnership	Students	Parents	Volunteers	Teachers
1	(n = 19) No changes needed (4)	(n = 17) No changes needed (2) SPECIFIC RECOMMENDATIONS: • More student involvement • Get different types of students involved GENERAL RECOMMENDATION: • Have program in all schools	(n = 4) SPECIFIC RECOMMENDATIONS: • More student involvement (2) • Involve students in planning • More interaction with parents GENERAL RECOMMENDATION: • Program needs more promotion	(n = 7) No changes needed (1) SPECIFIC RECOMMENDATIONS: • All communication through principal • More involvement • Include female representation in the partner • Meet partner socially GENERAL RECOMMENDATIONS: • Share knowledge among partnerships • More partnerships • More promotion for awareness in schools and public
2			(n = 2) SPECIFIC RECOMMENDATION: • Reinstate program (2) GENERAL RECOMMENDATION: • Get more companies involved	(n = 2) SPECIFIC RECOMMENDATIONS: • Officially terminate program • Terminate or make a commitment GENERAL RECOMMENDATIONS: • Identify a specific person at the school and at the business to be in charge • Expand program in community schools, inner city schools, and vocational schools

Table 9 (cont'd) Recommendations

Partnership	Students	Parents	Volunteers	Teachers
3	(n = 15) No changes needed (8) SPECIFIC RECOMMENDATION: · School should help partner more (2)	(n = 13) SPECIFIC RECOMMENDATION: · Inform parents better GENERAL RECOMMENDATION: · Have program in all schools (2)	(n = 1) SPECIFIC RECOMMENDATION: · Need more ideas for activities GENERAL RECOMMENDATION: · Circulate a list of activities other partnerships are doing	(n = 5) SPECIFIC RECOMMENDATIONS: · More varied activities · Spread time demands over more volunteers · More teacher involvement · More consistent involvement of the school GENERAL RECOMMENDATIONS: · More contact with the Communications Department · Need more understanding of the matching process
4	(n = 20) No change needed (5) SPECIFIC RECOMMENDATIONS: · More activities (6) · School should help partner more (2)	(n = 18) SPECIFIC RECOMMENDATIONS: · More activities · School should help partner more · Should develop a partnership with several businesses GENERAL RECOMMENDATIONS: · More promotion about program · Have program in all schools · Select liaison people carefully	(n = 2) No changes needed	(n = 4) No changes needed (2) SPECIFIC RECOMMENDATIONS: · Provide broader experiences for students (e.g., computers, advertising) · More information on business · Partner should be more visible in the school GENERAL RECOMMENDATION: · More sharing of information among partnerships

Table 9 (cont'd) Recommendations

Partnership	Students	Parents	Volunteers	Teachers
5			(n = 4) SPECIFIC RECOMMENDATIONS: · Need a Junior High for a partner · Program needs more visibility at school and business · Provide more motivation to participate GENERAL RECOMMENDATIONS: · Program needs more promotion and a higher profile	(n = 6) SPECIFIC RECOMMENDATIONS: · More time needed (2) · More contact with partner (2) · More explicit explanation of the concept (2) · Find financial benefits for both partners · More community and parent involvement GENERAL RECOMMENDATIONS: · Need more information about other partnerships (2) · Need a better explanation of what to do and how it should work · Program needs more promotion and a higher profile